

NEW JERSEY STATE DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

APPLICATION CONTROL CENTER

The original application and four copies were received by the application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.

RFP#

AGENCY NAME:

St. Paul S.O. High School
John Tyler
ACC Signature

Date/Time

2011 APR 15 P 2:45

S.T.C
Court

Delivery Agent Signature

B 4/26/2011

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)

DIVISION: Student Services

OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 25
 LEA/OTHER: 0100
 SCHOOL: 050

COUNTY NAME: Monmouth High Sch
Asbury Park Public Schools

APPLICANT AGENCY
603 Mattison Ave.

AGENCY ADDRESS
Asbury Park New Jersey 07712

CITY Asbury Park STATE 07712
 (732) 776-2606 (732) 774-8067

AGENCY TELEPHONE NUMBER (732) 776-2606 AGENCY FAX (732) 774-8067

PROJECT DIRECTOR (Please print or type name): Dr. Denise Lowe

TELEPHONE NUMBER: (732) 776-2606 FAX#: (732) 776-8067 E-MAIL lowed@asburypark.k12.us.nj

BUSINESS MANAGER: Corey Lowell PHONE#: (732) 776-2606 E-MAIL lowellc@asburypark.k12.us.nj

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2012

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$ 1,834,939

APPLICATION CERTIFICATION: *To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

AGENCY TITLE PAGE
 SIGNED STATEMENT OF ASSURANCES
 BOARD RESOLUTION TO APPLY
 APPLICATION NARRATIVE*
 BUDGET SUMMARY AND BUDGET DETAIL FORMS*
 ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

Denise M. Lowe
 SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent
 TITLE

April 13, 2011
 DATE

Dr. Denise Lowe
 (Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

NEW JERSEY DEPARTMENT OF EDUCATION
 APPLICATION CONTROL CENTER
 RIVER VIEW EXECUTIVE PLAZA
 BLDG. 100, ROUTE 29 – PO Box 500
 TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:

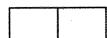
4:00 P.M., ON 04/26/2011

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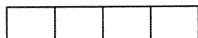
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Form L-2

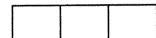
BOARD RESOLUTION TO APPLY



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NGO#



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The Asbury Park School District State Monitor hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, not to exceed the amount of,

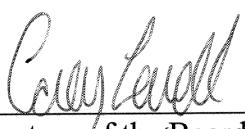
\$ 2,000,000

starting on September 1, 2011, and

ending on August 31, 2012.

The filing of this application was authorized by the State Monitor on,

March 25, 2011



Secretary of the Board


Date 4/15/11 2011

CERTIFICATE

I Corey Lowell, Business Administrator/Board Secretary of the Board of Education of the City of Asbury Park in the County of Monmouth, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the governing body of the Board of Education duly called and held on March 23, 2011 has been compared by me with the original minutes as officially recorded in my office in the Minute Book of the Board of Education and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

- 19.** Recommend approval of Board resolution to submit applications for the NJ State DOE School Improvement Grants (SIG), for the Asbury Park Middle School and the Asbury Park High School. The SIG grant funding is for use in Title I schools identified for improvement that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The District must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model. The amount being requested will not exceed \$2,000,000 for each school, per year for a three year period. The first grant period is September 1, 2011 to August 31, 2012 and must be renewed each year for fund continuation. There is no matching funds requirement for this grant.

Motion to approve: Mr. Brewington

Second: Mr. Giberson

Aye: 4 **Nay:** 0 **Abs:** 5 Upon roll call the motion failed. With Mr. Michel, Mr. Morton, Mr. Palmer, Mr. Raines and Rev. Smallwood abstaining.

Motion was overturned and approved by State Monitor, Bruce Rodman, on March 25, 2011.

IN WITNESS WHEREOF, I have here unto set my hand and affixed the corporate seal of the School District this 31st day of March 2011.



Corey Lowell, Business Administrator/Board Secretary

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Form L-3**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;

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- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
 - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
 - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
 - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Dr. Denise Lowe

Chief School Administrator Name



Chief School Administrator Signature

March 31st, 2011

Date

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Form L-4**Documentation of Federal Compliance (DUNS/CCR) Form**

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant OrganizationOrganizational Name of Applicant Asbury Park Public SchoolsAddress 603 Mattison AveDUNS number 043991322Expiration Date of CCR registration 11/25/2011Congressional District 12th Congressional District**Part II – Primary Place of Performance under this award**City Asbury ParkCounty Monmouth County

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.



*Signature of Chief School Administrator*Dr. Denise Lowe, Superintendent

Name and Title

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Form L-5**Date:** March 31, 2011**PROJECT ABSTRACT****Page 1 of 1****LEA :** Asbury Park School District

Mission	The mission of the Asbury Park Public Schools is to provide comprehensive, innovative and technologically progressive educational programs to all students so that they can develop the full range of their talents and maximize their learning potential. All students will develop a commitment to education, family and community which will enable them to be positive, contributing citizens.
Vision	The vision of the Asbury Park Public Schools is to develop a world class educational system in which all children will possess the skills necessary to function productively in a diverse global society.
Project Implementation Summary	<p>The Asbury Park School District will implement the Transformation model for the Asbury Park High School.</p> <p>This will consist of supporting the Asbury Park High School in the following activities to improve student achievement by:</p> <ul style="list-style-type: none">✓ Increasing the number of classes using flexible small groups of students✓ Increasing the number of classes effectively utilizing differentiating instruction✓ Increasing the level of rigor in all classes✓ Ensuring there is a connection between classroom lessons and life✓ Increasing the effective use of technology in classrooms to teach 21st Century skills✓ Using data to drive instruction through common formative and summative assessments✓ Extending academic learning time by 300 hours per year✓ Providing monetary incentives for teachers and administrators who can demonstrate significant influence of gains in student achievement

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Form L-6

Date: March 31, 2011

SCHOOLS TO BE SERVED

LEA : Asbury Park School District
Grant:

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant:

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCHOOL CODE	NCES ID #	INTERVENTION (TIER I AND II ONLY)		
						TIER I	TIER II	Turnaround
1.	Asbury Park Middle School	25	0100	40	3400930 03742	X		
2.	Asbury Park High School	25	0100	50	3400930 03732		X	
3.								
4.								
5.								
6.								
7.								
8.								

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Form L-7(a)**Date:** March 31, 2011**STAKEHOLDER PARTICIPATION**

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application development.
Include all stakeholders currently required under state and federal statutory and regulatory requirements. * Add rows as necessary

Stakeholder Meetings			
Date	Location	Topic	Number Attending
3/1/2011	TMES	Needs Assessment	X
3/3/2011	APHS	Needs Assessment	X
3/9/2011	BOES	Plan Development	X
3/10/2011	APHS	Plan Development	X
3/15/2011	TMES	Plan Development	X
3/17/2011	APHS	Plan Development	X
3/22/2011	TMES	Plan Development	X
3/24/2011	APHS	Plan Development	X

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Stakeholder Informational Methods & Events	Board workshop meetings were held on 1/19, 2/16 & 3/16/11, a Town Hall Community meeting was held on 3/21/11, and informational presentations occurred at the Board meeting on 3/16. Information was posted on the website.
Describe how stakeholders are involved in model implementation on an on-going basis.	Stakeholders were involved in the assessment/decision process and will continue to be involved in the model implementation process through town hall meetings, board workshop meetings and public Board meetings throughout the grant project period.
Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO to discuss the following:	The Internal District Team consists of; Jerona Washington, Coordinator of Professional Development and Instructional Growth; William Shannon, Director of Special Services; John Bernyk, Coordinator of Funded Programs/Title I director and two Transformational principals To Be Determined. The Internal District Team will meet monthly with the NJDOE and/or the NTO to discuss the following: <ul style="list-style-type: none">• Student achievement

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<ul style="list-style-type: none">• Walkthrough trends• Attendance of students and staff• Discipline data• SIG component implementation	<ul style="list-style-type: none">• Walkthrough trends• Attendance of students and staff• Discipline data• SIG component implementation

Form 6(b) can be found in the Appendices of the NGO as Appendix J

Form L-7(b)

Date: _____ March 31, 2011 _____

Page _____ of _____

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Mark Gerbino	Principal	yes	yes	<i>Mark Gerbino</i>
James Parham	Vice Principal	yes	yes	<i>James T. Parham *</i>
Gary Goldberg	Curriculum & Instruction	yes	yes	<i>Gary Goldberg</i>
Colleen White	Guidance	yes	yes	<i>Colleen White</i>
Charmaine Handler	SLE/ARRA	yes	yes	<i>Charmaine Handler</i>
Janet McCoid	Reading Specialist	yes	yes	<i>Janet McCoid</i>
Lauren Golden	Special Education	yes	yes	<i>Lauren Golden</i>
Fred Cheriscat	ELL	yes	yes	<i>Fred Cheriscat</i>
Christine DeMarsico	English	yes	yes	<i>Christine DeMarsico</i>
Ernest DeLuise	Social Studies	yes	yes	<i>Ernest DeLuise</i>
Gerardo Stricker	Math	yes	yes	<i>Gerardo Stricker</i>
Lerrick Daniels	Technology	yes	yes	<i>Lerrick Daniels</i>
Michele James	Paraprofessional	yes	yes	<i>Michele James</i>
Sheila Brazile	Parent	yes	yes	<i>Sheila Brazile</i>

- (*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

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Form L-8

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Date: March 31, 2011

LEA COMMITMENT AND CAPACITY

LEA : Asbury Park School District

See details for each item on pages 24 to 26. Describe the following:

<p>The LEA's SIG design and implementation interventions</p>	<p>The Asbury Park School District will implement the Transformation Model SIG design for the Asbury Park High School. This will consist of supporting both schools in the following ways:</p> <ul style="list-style-type: none">✓ Ensuring there is a curriculum in place for every subject matter on every grade✓ Implementing an action plan based on the findings of our Phi Delta Kappa Curriculum Audit✓ Providing time for monthly meetings between the stakeholders of the district.✓ Having weekly meetings between the principals and the Assistant Directors of Curriculum and instruction✓ Allowing the flexibility for the principals to make decisions regarding schedule, hiring, budget, and professional development✓ Providing a plan for sustaining the progress the schools will make after the 3 year period	<p>The district administrators all participated in walkthrough training. The schools used for the training were the middle school and the high school. This allowed for an examination of the alignment of the curriculum and what was being taught in the classroom. We spent a full day in each school. The Coordinator of Professional Development and Instructional growth also interviewed district principals and several staff members on the needs for the district in the areas of professional development when she began the position. Common themes were that of data analysis, literacy, NJCCS and</p>
<p>A</p>	<p>The LEA's process to analyze the needs of each school and determine the selected intervention</p>	<p>B</p>

DRAFT

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	<p>CCCS, behavioral management and instructional strategies.</p> <p>A District level SIG committee consisting of Jerona Washington, Coordinator of Professional Development, William Shannon, Director of Student Personal, John Bernyk, Coordinator of Funded Programs/Title I director was formed and each building formed its own committees and convened on February 16,2011, February 22, 2011 and February 24, 2011 to analyze the needs of each school and the appropriate intervention model was determined.</p> <ul style="list-style-type: none">• In the past, there hasn't been a focus on instruction and there was an absence for a clear, written curriculum. We have written curriculum as of September 2010 and a scope and sequence. This has improved instruction at all buildings therefore achievement should reflect an improvement.	<ul style="list-style-type: none">• Managing previous school improvement plans, programs and grants<p>The Asbury Park School District has developed and implemented NCLB Title I School Improvement plans and also has recently implemented successful IDEIA, Perkins, Teaching American History, NJNG Achieve 3000, Dollar General Foundation “Back to School”, Laura Bush Foundation, New Jersey Health Initiatives (NJHI) program “Safe Dating”, Project Venture, NJ Child Assault Prevention Project (CAP), Providing Quality Intensive Early Literacy Instruction to Students With Disabilities (IEL), and Personalized Student Learning Plan grant programs.</p>	<p>Teachers now utilize the PD360 website which gives them access to over 1400 videos of master teachers and experts sharing best practices. We have formed a partnership with Rutgers Institute for Improving Student Achievement and they have provided over 1000 hours of teaching, coaching, modeling lessons and giving feedback to teachers at all five of our school during the 2010-2011 school year.</p> <p>Additional partnerships with Brookdale Community College and the Center for Culturally Relevant Teaching and Learning were</p>
	The LEA's recent history in improving schools	C	

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<ul style="list-style-type: none">• Supporting Tier I and/or Tier II schools in last three years with strategies and implementation of the Title I Unified Plan The Asbury Park School District has supported its Tier I (APMS) and Tier II (APHS) schools in the last three years with strategies and implementation of the Title I Unified Plan. The district has provided professional development that focuses primarily on improving instruction we have proven that by: 1) allowing specific professional days during the course of the school year. 2) having vertical and horizontal articulation 3) improving student achievement is addressed during district PD including: guided reading, NJASK test preparation, and comprehension strategies. 4) contracting with Authentic Education to implement UbD, 5) utilizing NJPass administration to analyze data.	<p>The District is implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects by; 1) contracting with Authentic Education, curriculum writers are writing core curriculum units in the UbD format, 2) providing weekly job-embedded professional development based on Marzano's Classroom Instruction that Works 3)partnering with Rutgers University's Institute for Improving Student Achievement 4) supporting building efforts for common, rigorous exams in core content areas, 5) Utilizing district programs and scientifically research –based instructional materials such as Harcourt Balanced Literacy. The implementation of First in Math, Achieve 3000 and the Guided Reading program 6)providing professional development in technology integration 7) providing professional development in culturally relevant teaching and learning.</p>
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The District has been expanding parental involvement activities that support the school's efforts to increase student achievement;

DRAFT

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<p>having the District's Public Relations Coordinator continuously reaching out to parents, partnering with the national PTO organizations, and supporting the schools' efforts to recruit parents, including parents on district-level committees from the High School. We also hired a Title I Family Involvement Associate and have partnered with the Residential Afterschool Program (RASP) to provide five workshops for families entitled, Helpful Hints for Single Mothers and Grandmothers Raising Boys, Fathers can Make a Difference in School, Understanding your Child's Personality and Learning Style, Prepare your child For Life After High School, and Fixing Family Financing.</p>	<p>The District has allocated the title I budget to fund activities that support the school's improvement plan and are most likely to increase student achievement by; 1) allowing the site principal to develop site budget to support academic efforts, 2) having the district grants manager work with site leadership and teachers to spend grant funding to support academic needs, 3) and the District Business Administrator works with site Principals to develop budgets and fund academic programs.</p> <p>The District is ensuring that curriculum is aligned to the CCCS by; 1) Contracting with Authentic Education and hiring curriculum writers to ensure that all curriculum units are in Ubd format and aligned with the current NJCCCS and the CCCS.</p> <ul style="list-style-type: none">• Facilitating the school's student growth over time At the high school, the administration and instructional coaches took the approach that Literacy is everyone's responsibility to teach. The high school used a strategy of reading and writing called UNRAVEL in every subject. Due to this, the High School was able to make AYP in Language Arts Literacy in 2010.• Implementing rigorous reforms during the improvement
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Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

years	<p>We received instruction in Math and Language Arts Literacy through the Rutgers Institute for Improving Student Achievement (RIISA). The building and district administration attended network monthly workshops. We attended the RIISA Summer Institute for Math and LAL instruction and shared leadership, we worked with the RIISA Math, LAL and Leadership consultants, and they provided coaching and PD for individual teachers, grade level groups and school-wide in-services. We implemented job-embedded training based on Dr. Robert Marzano's Classroom Instruction that Works.</p> <p>We utilized LAL and math instructional coaches to support classroom teachers. We are monitoring implementation through school visits and school/district administrator walkthroughs.</p> <ul style="list-style-type: none">• Identifying and taking actions to remedy the root causes of low performance We contracted with Phi Delta Kappa for a Curriculum Audit. This audit was then turned into a three-year action plan which will become the goals of the district. It includes roles, responsibilities and action items for every administrator in the district. Level 1 Audit training was provided to all administrators and instructional coaches. We have offered to compensate teachers for becoming highly qualified by reimbursing them for the cost of the praxis test after successfully passing it.• Using multiple data sources and resources to continually improve and streamline school interventions We are utilizing the READ 180 Program and the Scholastic Reading Inventory to appropriately place students in literacy groups at the middle school and to monitor their progress in order to make instructional decisions. In the elementary schools, we are using Pearson's Success Maker to assess student need and address gaps in their education. On the high school level, we are in the process of writing benchmark assessments to use along with the HSPA and EOC data. We also use the Achieve 3000 software to monitor
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DRAFT

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student progress.

- **Implementing increased learning time**

We provided an interactive summer school program utilizing the Success Maker program by Pearson. We also contract with outside providers for our Supplemental Education Services program.

- **Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures**

We actively adhere to the state guidelines and current have three teachers which we have filed efficiency charges to ensure an effective teacher is in every classroom. Our principals also use the Charlotte Danielson Frameworks in order to fairly evaluate teachers and have been trained on Caroline Downey's Walkthrough Process.

- **Monitoring the aligning effectiveness data and district actions such as tenure decisions, retention and professional development**

The Asbury Park School district, during the 10-11 school year, has begun to analyze data for forming differentiated groups for skills and levels. The professional development that we have implemented this current year has been job-embedded and followed up on with additional in-class support and evaluations of each session. All of our initiatives have continued over multiple months. The professional development initiatives are improving instruction in Language Arts Literacy and Math, technology integration, building classrooms which are culturally responsive for our minority student population and ensuring that our Special Education students have equal, differentiated instruction.

- **Providing oversight, monitoring, and support**

We have re-organized our district administrative team. Instead of content area supervisors, we now have Assistant Directors of Curriculum and Instruction for each level, PreK-3, 4-8 and 9-12. The Assistant Directors highly monitor instruction and provide support to teachers both directly and through the instructional coaches. We also have Assistant Directors for the Student Services department which

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	<ul style="list-style-type: none">• ensures our students' needs are met.• Focusing on school culture climate<ul style="list-style-type: none">• All building principals were sent to the Positive Behavior Supports in Schools informational sessions and we will have universal positive behavior programs at each school next year.• Establishing a SIG region for districts with more than one school<ul style="list-style-type: none">We plan to hire a SIG manager who will ensure the schools are working in conjunction to meet the needs of students as well as to satisfy the grant and ensure its proper implementation	<ul style="list-style-type: none">• The LEA process to recruit, screen and select all external providers; to manage the contracts of external providers in a timely fashion; and to plan to evaluate the quality of external providers.<p>The Asbury Park Board of Education requires proper purchasing practices to ensure compliance with New Jersey Public School Contract Laws Title 18A:18A, New Jersey Administrative Code N.J.A.C. 5:34 et. seq. and Board of Education Policy. The District utilizes a purchasing manual designed to achieve efficiencies through goals that include compliance with the law and Board policy on purchasing, promoting efficiency in the procurement process and achieving savings of funds through proper purchasing practices.</p>	<p>Users of the purchasing system must have an understanding of the policies and procedures necessary to help achieve these goals through proper planning. District needs are planned in terms of a whole year rather than day to day. The district eliminates delays and complications encountered from public school purchasing procedures by creating the proper work environment and implementing efficiencies in the procurement process.</p>	<p>Users are required to obtain competitive quotes from multiple vendors when purchasing for the district. When necessary, public</p>
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	<p>Supersedes any other communications – Issued 3-18-2011 – 3:30 pm Bidding is used to ensure a fair and open process. Products and services are monitored and evaluated by users prior to release of payment.</p>
	<ul style="list-style-type: none">• The clear alignment of resources<ul style="list-style-type: none">The Asbury Park School District has aligned the local school budget with dictionary and entitlement grants such as NCLB, IDEIA, Perkins, Teaching American History, Evening, NJNG Achieve 3000, Dollar General Foundation “Back to School”, Laura Bush Foundation, New Jersey Health Initiatives (NJHI) program “Safe Dating”, NJ Child Assault Prevention Project (CAP), Providing Quality Intensive Early Literacy Instruction to Students With Disabilities (TEL), and Personalized Student Learning Plan grant programs.• Alignment with the NJCCCS<ul style="list-style-type: none">Over the past summer the staff wrote units of study in math and LAL, which are based on Understanding by Design. They are aligned with the NJCCS as well as the Common Core Curriculum Standards. We will continue to write units in the other areas while revising the units used this year. <p>Use the funds to accomplish the activities in the application and meet its targets, including coordinating, reallocating, or repurposing education funds from other federal, state, and local sources</p> <p>NCLB Title Ia, Funding: Increasing Student achievement in language arts literacy and math has been identified as a priority problem and is a goal in Title I.</p> <p>Title Ia SIA Funding: Each school eligible for SIA funds has</p>

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Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

allocation funds for increasing Student achievement in language arts literacy and math.

Title IIa, Funding : Professional development in LAL and differentiated instruction for all teachers

Title IId Funding, Has provided technology to be used in support of language arts literacy and math.

Perkins Funding: Increasing Student achievement in LAL is a goal in the Perkins five year plan.

Teaching American History Grant Funding : Technology infused grant that provides PD to History teachers in cross-curriculum content.

- **LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools:** N/A

- **Support of teacher's union for staffing and teacher evaluation**

The teacher's union (Asbury Park Education Association) was involved in writing the grant and we also had the support of Pam Garwood from the New Jersey Education Association (NJEA).

Support of school board

The Board of Education will provide support for this and all educational programs. To fulfill these basic responsibilities, the Board shall:

Maintain a cooperative and supportive working relationship with all stakeholders and the community.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>Adopt, evaluate and update policies consistent with the SIG grant goals.</p> <p>Maintain accountability for student learning in schools and programs.</p> <p>Conduct public meetings when appropriate</p> <p>Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels</p>	<ul style="list-style-type: none">● Support of staff<ul style="list-style-type: none">• Staff members where the main component of our grant groups and they spoke on behalf of the other teachers in the building. The groups were large and represented members from each department.● Support of parents<ul style="list-style-type: none">• Parents served on each committee. We also had a town hall meeting about the SIG Grant where parents were presented the information and given an opportunity to ask questions and provide feedback	<ul style="list-style-type: none">● Practices and policies that will enable the leadership of the school to implement the interventions<ul style="list-style-type: none">Our Transformational principals will be given the ability to make the decisions that he/she needs to in order to make the changes in conjunction with the Assistant Director of Curriculum and Instruction for his/her grade level and any cabinet members necessary. We will write a policy which will support the needs of the grant. We will enhance our Administrators' Leadership Institute began during the 2010-2011 school year to include how schools can have continuous school improvement.● District level staff assignments to implement that the interventions
	<p>The LEA's plan to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively</p>	<p>F</p>	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>We will have a SIG Manager which will ensure the proper implementation of the grant. We will also have the Title I manager and the Director of Curriculum and Instruction meet with the principals to provide necessary support along the way so that we progress toward meeting the goals of the grant. Our Chief Information Technology Officer will also provide extensive support through his department as well as directly.</p> <ul style="list-style-type: none">● Involvement of LEA stakeholders in decision making<ul style="list-style-type: none">• We will hold progress meetings for various LEA stakeholders. We will also have evaluations of each aspect of the grant. We will continue our partnership with Rutgers University and have town hall meetings where parents can give feedback. We will also meet with student groups on the new initiatives we are implementing.● Process for making collaborative decisions<ul style="list-style-type: none">• We will hold monthly meetings, have administrator roundtables and we will make decisions at the Superintendents' cabinet meetings.● Involvement of other critical stakeholders, such as the other state and local leaders (<i>e.g.</i>, business, community, civil rights, and education association leaders); parent, student, and community organizations (<i>e.g.</i>, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education<ul style="list-style-type: none">• We will hold town hall meetings which will be open to the public as well as meeting with civic groups such as the Ministers' Alliance. Our Coordinator of Community Relations will send correspondence such as our newsletter, she will utilize the Global Connect System to send messages and she will update the stakeholders via the website.● LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas
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DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools</p> <p>We will use multiple measures to assess student achievement throughout each school year. We will have a SIG manager, a data analyst as well as our Title I coordinator working with each school on the grant administration, oversight and budget reporting. Our business department will ensure proper disbursement of funds.</p>																													
	<p>The LEA's plan to sustain the reforms after the funding period ends</p> <ul style="list-style-type: none">LEA plan, including timelines, to continue beyond the grant funding period <p>The Asbury Park School District will implement the following timeline to seek resources to continue the project beyond the project period.</p>	<table border="1"><thead><tr><th>Activity</th><th>Date</th></tr></thead><tbody><tr><td align="center" colspan="2">Fiscal Year 2012</td></tr><tr><td>Project Period Begins</td><td>September 1, 2011</td></tr><tr><td>Quarterly on-Site Visit</td><td>October 2011</td></tr><tr><td>1st Quarterly Report Program Continuation Committee Meeting</td><td>December 2011</td></tr><tr><td>Quarterly On-Site Visit</td><td>February 2012</td></tr><tr><td>2nd Quarterly Report</td><td>March 2012</td></tr><tr><td>Renewal/continuation application submission</td><td>March 2012</td></tr><tr><td>Quarterly on-Site Visit</td><td>May 2012</td></tr><tr><td>3rd Quarterly Report Program Continuation Committee Meeting</td><td>June 2012</td></tr><tr><td>Evaluation</td><td>July 2012</td></tr><tr><td>Renewal Decision</td><td>August 2012</td></tr><tr><td align="center" colspan="2">Fiscal Year 2013</td></tr><tr><td>Year 2 Project Period Begins</td><td>September 2012</td></tr></tbody></table>	Activity	Date	Fiscal Year 2012		Project Period Begins	September 1, 2011	Quarterly on-Site Visit	October 2011	1 st Quarterly Report Program Continuation Committee Meeting	December 2011	Quarterly On-Site Visit	February 2012	2 nd Quarterly Report	March 2012	Renewal/continuation application submission	March 2012	Quarterly on-Site Visit	May 2012	3 rd Quarterly Report Program Continuation Committee Meeting	June 2012	Evaluation	July 2012	Renewal Decision	August 2012	Fiscal Year 2013		Year 2 Project Period Begins	September 2012
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Fiscal Year 2013																														
Year 2 Project Period Begins	September 2012																													

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	Year 1 Final Report	October 2012
	Quarterly On-Site Visit	October 2012
1st Quarterly Report Program Continuation Committee Meeting		December 2012
Quarterly On-Site Visit	February 2013	
Institutionalize the Transformation Models through Board Policy 2nd Quarterly Report	March 2013	
Renewal/continuation application submission	March 2013	
Quarterly on-Site Visit	May 2013	
3rd Quarterly Report Program Continuation Committee Meeting	June 2013	
Evaluation	July 2013	
Application & Renewal Decision	August 2013	
Fiscal Year 2014		
Year 3 Project Period Begins	September 2013	
Year 2 Final Report	October 2013	
Quarterly on-Site Visit Research Foundation, Entitlement and discretionary grant for funding	October 2013	
1st Quarterly Report Program Continuation Committee Meeting	December 2013	
Quarterly On-Site Visit	February 2014	
2nd Quarterly Report	March 2014	
Quarterly on-Site Visit	May 2014	
3rd Quarterly Report Program Continuation Committee Meeting	June 2014	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	Evaluation	July 2014	
	Project Ends	August 2014	
	Year 3 Final Report	October 2014	
	<ul style="list-style-type: none">• What will be different in the school(s) after three years		
	<ul style="list-style-type: none">• Achievement will raise to the level stated in our SMART goals, there will be a shared responsibility for student achievement and success and we will have stronger, more positive cultures in each school. Proper use of our teacher and administrator evaluation instruments, coupled with extensive job-embedded professional development, will ensure a stronger professional workforce supporting our students.		
		<ul style="list-style-type: none">• More flexibility for the leadership (principal) of the school• Selection of staff, budgeting, scheduling• Selection of professional development providers• The district's ability to eliminate barriers to facilitate full implementation.	
		<p>Principals will be able to hire their own staff members, change their schedule as is needed to accomplish their goals and the goals of the grant, and they will be able to plan the job-embedded professional development necessary for success.</p>	
		<ul style="list-style-type: none">• Qualifications, principal competencies• Search and selection of a new principal with experience turning around chronically low performing schools• Selection of the principal by June 1, 2011.• The number of years in the school of the current principal	
I		<p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.</p>	<p>The principal of the Asbury Park High School is to be determined. The current principal has been in place since July 1, 2010. The</p>

DRAFT

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	<p>principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.</p> <p>The Transformational Principal must also work with the Network Turnaround Officer (NTO) assigned by the NJDOE to the school to work for at least 100 days during the project period. The Transformational Principal will meet with the NTO, along with the other members of the Internal District Team (CSA or designee, special education director, Title I director, and supervisor of curriculum), monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.</p> <p>The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required.</p>	<ul style="list-style-type: none">• Organize a coherent work and project• Meet deadlines• A clear process for making collaborative decisions• A management plan outlining the ability to manage the program in the served schools <p>The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive</p>
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DRAFT

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roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.	<ul style="list-style-type: none">• An outline of the process for meeting identified needs• The specific and definitive roles for leaders and stakeholders in the program• LEA activities to support the schools <p>Each school has a management plan infused in the project plan. The District will support each school by adhering to each plan and working with the assigned Network Turnaround Officer (NTO).</p>
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DRAFT
Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
Form L-9

Date: March 31, 2011

Page 1 of 1

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

This form should ONLY be completed those districts that are applying for some but not all Tier I or Tier II schools

LEA: Asbury Park School District

If an application is not submitted for each Tier I school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

Tier I School not to be served: Barack Obama Elementary School

Reason: The students will be relocated to the other two elementary schools due to enrollment reasons before the project start date.

DRAFT

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Form L-10**Date:** March 31, 2011**Page 1 of 1****WAIVER REQUEST****LEA:** Asbury Park School District

School Name	Waiver 1 “Starting over” in the school improvement timeline for turnaround or restart model only	Waiver 2 Implementing a school-wide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold
	N/A	

DRAFT

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Form L-11Date: March 31, 2011**MONITORING AND ACCOUNTABILITY PLAN****LEA:** Asbury Park School District **Name of School:** Asbury Park High School

The Asbury Park School District's monitoring and accountability plan includes on-going monitoring and accountability activities to be undertaken by the district for each school and how they will be coordinated with the district personnel responsible for evaluating the implementation of the schools' SIG Transformation model. This includes a plan for annually evaluating the implementation of the reforms and their effect on student achievement. The monitoring and accountability activities include data to be reviewed by the District. The goal is to ensure that the selected intervention model is being implemented fully and effectively within the each SIG school.

A. Describe on-going monitoring and accountability activities

In collaboration with the school principal and the District, the NTO helps set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO is responsible for assisting the District and school leadership in initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. The NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

The Asbury Park Internal District Team (CSA designee, special education director, Title I director, supervisor of curriculum, and SIG principals) will meet monthly with the NTO to discuss the following:

- Student achievement
- Walkthrough trends
- Attendance of students and staff
- Discipline data
- SIG component implementation

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

The District and School will implement the evaluation tool as revised prior to the 2010-2011 school year and modeled after the research-based format authored by Charlotte Danielson.

Throughout the SY 2011-2012 the APHS Community Connection Committee will conduct parent and community surveys, Meet and Greets for the purpose of evaluating our parenting participation and programs. The results of this feedback will be evaluated for needed revisions to activities and reported to the Board of Education semi-annually.

The LEA will continue to host the Superintendent Town Hall Meetings, update our website and utilize the Global Connect system to share information. The LEA will also start sending out an annual report to all stakeholders in addition to the newsletter that is currently sent.

B. Coordinate with the district personnel

The principal and the AD C&I will provide the basic structure and support for the implementation and the maintenance of the RTI model through the following activities -

- Conducting effective and ongoing training for LAL, math, special education, and ELL teachers in core concepts of the RTI model
- Developing effective pairs of teachers as in-class support co-teaching teams to effectively implement Tier 2 RTI strategies
- Developing rubrics to measure the implementation of core concepts in Tier 1, Tier 2, and Tier 3 RTI practices when conducting classroom walk-throughs to monitor teacher work
- Monitoring the implementation of Tier 1 and Tier 2 RTI practices in classroom by conducting walk-throughs using the rubric and formal teacher evaluations
- Monitoring progress of the RTI implementation by conducting review sessions with PLC team leaders and implementing any instructional changes necessary through shared leadership with the PLCs

C. Plan for annually evaluating the implementation

The Asbury Park Internal District Team will evaluate the progress of the project implementation through staff surveys and data analyses.

D. Include how the data will be collected to evaluate the SIG program

Accountability is crucial and will the focus of all APHS staff. Teachers will be accountable for their instruction. Instructional leaders will be responsible to ensure that best practices are being implemented in all classes and that all appropriate and needed job embedded professional development is provided. Data collection will be an on-going activity using a multitude of sources. Sources will include:

- Language Arts Literacy (Reading and Writing)
- Wilson – TOWRE and WADE (entrance and yearly)
- Weekly PLC meetings –daily
- Benchmark Assessments – every 6 weeks

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

- Coach/Team Leaders/Principal weekly meetings
- ACCESS for ELL (spring)
- Achieve 3000

Math

- Coach/Team Leaders/Principal weekly meetings
- Benchmark Assessments – every 6 weeks
- Weekly PLC meetings –daily
- ALEKS
- Parent Involvement
 - Parent surveys –quarterly
 - Sign-in sheets for all activities – as needed
- Professional Development
 - Tracking on MyLearningPlan (digital record of all professional development)
 - Professional Development Plan – end of each year
 - Teacher evaluations- as needed

E. Include how the data will be used to modify the program during the next year

In addition to the coaches in place (Math, Language Arts Literacy, Technology and Bilingual), using the SIG funding, a data analysis coordinator and clerical assistant will be hired to collect, analyze and disseminate the data on all nine leading indicators.

F. Include a timeline for implementation of the monitoring and accountability plan

Activity	Date	Fiscal Year 2012
Project Period Begins	September 1, 2011	
Quarterly On-Site Visit	October 2011	
Asbury Park Internal District Team Evaluation Meeting	November 2011	
1 st Quarterly Report	December 2011	
Quarterly On-Site Visit	February 2012	
Asbury Park Internal District Team Evaluation Meeting	February 2011	
2 nd Quarterly Report	March 2012	
Renewal/continuation application submission	March 2012	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm	
Quarterly on-Site Visit	May 2012
Asbury Park Internal District Team Evaluation Meeting	May 2012
3 rd Quarterly Report	June 2012
Asbury Park Internal District Team Evaluation Meeting	June 2012
Evaluation	July 2012
Renewal Decision	August 2012
Fiscal Year 2013	
Year 2 Project Period Begins	September 2012
Year 1 Final Report	October 2012
Quarterly on-Site Visit	October 2012
Asbury Park Internal District Team Evaluation Meeting	November 2012
1st Quarterly Report	December 2012
Quarterly On-Site Visit	February 2013
Asbury Park Internal District Team Evaluation Meeting	February 2013
2nd Quarterly Report	March 2013
Renewal/continuation application submission	March 2013
Quarterly on-Site Visit	May 2013
Asbury Park Internal District Team Evaluation Meeting	May 2013
3rd Quarterly Report	June 2013
Evaluation	July 2013
Asbury Park Internal District Team Evaluation Meeting	July 2013
Application & Renewal Decision	August 2013
Fiscal Year 2014	
Year 3 Project Period Begins	September 2013
Year 2 Final Report	October 2013
Quarterly on-Site Visit	October 2013
Asbury Park Internal District Team Evaluation	November 2013

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Meeting	
1st Quarterly Report	December 2013
Quarterly On-Site Visit	February 2014
Asbury Park Internal District Team Evaluation Meeting	March 2014
2nd Quarterly Report	March 2014
Asbury Park Internal District Team Evaluation Meeting	April 2014
Quarterly on-Site Visit	May 2014
3rd Quarterly Report	June 2014
Asbury Park Internal District Team Evaluation Meeting	June 2014
Evaluation	July 2014
Project Ends	August 2014
Year 3 Final Report	October 2014

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ - _____ - _____ Title: School Improvement Grant

SECTION II, PART A:

Asbury Park High School

School Name

1003 Sunset Avenue

School Address

Asbury Park, NJ 07712

School City, State, Zip

9 - 12

Grade Span of School

Internal use only	School Code	Type	Region	Sequence
Mark Gerbino	732.776-2638			
School Principal Name		Phone #		
Dr. Denise Lowe				
School Program Director Name				
732-776-2638		School Program Director Telephone		
732-774-4667		School Program Director Fax/email		

Total amount of funds requested for school application: Year 1 \$1,292,158 Year 2 \$543,975 Year 3 \$317,250

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Denise M. Lowe3/31/2011

Date

Certification of Chief School Administrator

SECTION II Part BThe school application has been duly authorized by the governing body of the Asbury Park School District School district (county code 25, District Code 0100, School Code 010).Denise M. Lowe

Signature of Chief School Administrator

Superintendent

Title

3/31/2011

Date

Business Manager: Corey LowellPhone: 732-776-2606Fax: 732-774-8067

DRAFT

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Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Asbury Park Public Schools
Applicant LEA



Signature: *Chief School Administrator*

Asbury Park High School
Applicant School

3/31/2011
Date

DRAFT

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Form S-3**Documentation of Federal Compliance (DUNS/CCR) Form**

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant OrganizationOrganizational Name of Applicant Asbury Park Public SchoolsAddress 603 Mattison AveDUNS number 043991322Expiration Date of CCR registration 11/25/2011Congressional District 12th Congressional District**Part II – Primary Place of Performance under this award**City Asbury ParkCounty Monmouth County

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

Dr. Denise Lowe, Superintendent
Name and Title

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-4**Date: March 31, 2011****Page 1 of 2****PROJECT ABSTRACT**

This information will be carried forward from the LEA application

LEA : Asbury Park Public Schools**Name of School: Asbury Park High School**

Mission	The mission of Asbury Park High School is to create an environment in which parents, community members, teachers, and students can work collaboratively for improving student achievement that will enable all students to become productive members and leaders in a demanding multi-cultural and technological society.
Vision	Asbury Park High School will prepare each student to graduate with the skills needed for college, career, and post-secondary success in order to be competitive in a global society.
Project Implementation Summary	<p>The needs assessment and evaluation of current programs revealed that a transformation process would provide the direction needed to improve academic achievement of Asbury Park students. While many instructional strategies and initiatives have been implemented over the years, there has been a clear lack of data driven sweeping reform based upon solid, research based models. We are confident that the introduction of a solid transformation process in combination with our vested stakeholder groups will result in our students attaining the academic excellence and 21st century skills we have set as our goals.</p> <p>We have determined through an analysis of our needs assessment that we must focus on specific areas to improve student achievement:</p> <ul style="list-style-type: none">✓ Increasing the number of classes using flexible small groups of students✓ Increasing the number of classes effectively utilizing differentiating instruction✓ Increasing the level of rigor in all classes✓ Ensuring there is a connection between classroom lessons and life✓ Increasing the effective use of technology in classrooms to teach 21st Century skills✓ Using data to drive instruction through common formative and summative assessments✓ Extending academic learning time by 300 hours per year✓ Providing monetary incentives for teachers and administrators who can demonstrate significant influence of gains in student achievement <p>The first step in the transformation process will be the implementation of a 3-Tiered Response to Intervention Program and the corresponding necessary professional development.</p> <p>Our first tier intervention will consist of classroom instruction strategies that promote small group instruction that is informed by the frequent use of</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

achievement data. Our second tier will be an increase in the quantity and quality of co-teaching teams in intervention classes for non-proficient students. The third tier will be an additional 70 minutes each school day devoted to one of two types of modules provided in 6-week timeframes to match our benchmark assessment intervals. The first type of class will be intervention for students identifying themselves through formative assessments as being in need of further support in language arts and math. The other type of class will be enrichment immersed in applications of language arts and mathematics skills as well as other skills that research has shown improves the capacity for students to achieve at high levels.

Our next step to create a transformation in the educational program at Asbury Park High School is to implement an enhanced technology component for students and staff in the school. This will provide extensive connectivity for students to school and Internet based services, real-time research and student project work, as well as increase the interactivity of classroom learning. Additionally, this will enable students to extend their learning time beyond the sounding of the school bell for acceleration or credit recovery through the use of on-line school-based resources, courses with institutions of higher education, and other global sources of course content. Aware that many students do not have Internet access at home, we will provide additional hours for the school library and computer labs to be open.

In addition, interactive and engaging classroom instruction by teachers using technology-based instructional tools will enhance the opportunity for students to attain 21st century learning and workplace readiness skills.

Another component to complement the already planned upgrade to research based resources in mathematics, reading, and writing instruction (funded by local monies) is to increase the rigor and relevance of all courses in all subjects. We will accomplish this by focusing, first, on questioning techniques teachers use in class as measured by Bloom's Taxonomy for higher order thinking. We will increase the relevance of lessons by focusing on the "Making Meaning" portion of our Understanding by Design lesson planning template that requires teachers to describe the activities they will use in each lesson to help students make the connection between learning and their own lives.

To ensure successful implementation of these initiatives, effective, on-going, job-embedded professional development for all staff will be provided. The model we will use is the deep training of a cadre of teacher leaders who will serve as turnkey trainers for the remainder of the staff in the areas of the initiatives. There will be different cadres for each initiative area. Training of instructional staff will take place in a phased implementation process to ensure staff is most able to focus on each implementation effectively.

In support of the academic strategies and programs planned SY2011-2012 central office and APHS will include activities designed to increase parental involvement and community collaboration as described in the action plan. Our plan will provide guidance and support to encourage them to become actively involved in extended school and home learning activities.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-5**Date: March 23, 2011****Page 1 of 2****REPORTING METRICS****LEA : Asbury Park School District****Name of School: Asbury Park High School**

School Data	Metric	2010-2011 Data
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		Transformation
AYP status		LAL: Year 3 Hold, Math: Year 6
Which AYP targets the school met and missed		Met HSPA LAL, Missed HSPA Math
School improvement status		Year 6
Number of minutes within the school year		1068
Student Outcome/Academic Outcome Data		
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup		
11 th grade Math Partially Prof.		
General Education	73.1 %	
Special Education	94.1 %	
Limited English Prof.	94.4 %	
11 th grade Math Proficient		
General Education	25.4%	
Special Education	5.9 %	
Limited English Prof.	5.6%	
11 th grade Math Advanced Proficient		
General Education	1.5%	
Special Education	0.0%	
Limited English Prof.	0.0%	
11 th grade LAL Partially Prof.		
General Education	34.3 %	
Special Education	94.1 %	
Limited English Prof.	83.3 %	
11 th grade LAL Proficient		
General Education	65.7%	
Special Education	5.9%	
Limited English Prof.	16.7%	

DRAFT

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Metric	2010-2011 Data		
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	11 th grade LAL	LAI	Advanced Proficient
	General Education	0.0%	
	Special Education	0.0%	
	Limited English Prof.	0.0%	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	Total Population Spec. Ed.	98.6% 100%	
	Limited English Prof.	100%	
	11 Grade Math		
	Total Pop. Spec. Ed.	97.8% 100%	
	Limited English Prof.	100%	
Percentage of limited English proficient students who attain English language proficiency	LAL	Math	
Graduation rate	Qtl1 Qtl2 Qtl3 Qtl4	136 171 196 221	154 166 177 206
Dropout rate			0%
Student attendance rate			85% (09/10)
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes			16.5% (09/10)
			90.7% (as of 3/7/11)
			AP 35 students 7.1% (09/10) AP 34 students - 7% (10/11) Anatomy & Physiology – 17 students
College enrollment rates	College Readiness – 8 students 75.3% (09/10)		
Student Connection and School Climate			
Discipline incidents	387		
Truants (as defined by students who are absent more than the school policy permits)	53		
Talent			
Distribution of teachers by performance level on LEA’s teacher evaluation system	340 of 350 district teachers were deemed acceptable in the 2009-2010 school year.		
Teacher attendance rate	92%		

DRAFT
Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
Form S-6

Date: March 31, 2011

STATEMENT OF NEED

LEA : Asbury Park School District

Name of School: Asbury Park High School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	High School Proficiency Assessment (HSPA), Reading Assessment, NJPASS	<p>The data from the 2009-2010 Language Arts portion of the HSPA reveals that the proficiency levels of our students are below the state average in all subgroup populations. Analysis reveals:</p> <p>(1) SY 2010 HSPA LAL: Of 107 students, 44% of students scored proficient.</p> <p>SY 2010 NJPASS:</p> <p>Grade 9: Of 129 students, 3% scored advanced proficient, 27% scored proficient, and 70% scored basic.</p> <p>Grade 10: Of 76 students, 3% scored advanced proficient, 36% scored proficient, and 62% scored basic.</p> <p>SY 2010 PSAT:</p> <p>Grade 10: Students scored below the national average on all critical reading skills.</p> <p>Grade 11: Students scored below the national average on all critical reading skills except for understanding sentences that deal with abstract ideas where scores met the national average.</p> <p>Reading assessments: The areas of greatest need for student achievement are drawing inferences and vocabulary in context.</p> <p>Empower 3000: For SY 2009-2010, of the 463 students using the program, 39 completed the 40 activity goal which is recommended for significant academic progress. For SY 2010-March 2011, 53 of the 476 students using the program, have completed the 40 activity goal.</p> <p>Performance on state standards where mastery is demonstrated is a score between 80% and 100% on activity questions aligned to this standard.</p> <p>Over the last several years we did not have a curriculum that was fully</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>aligned with the NJCCS. During this school year, we have been developing an LAL curriculum that is not only aligned to the NJCCSS but also to the Common Core standards.</p> <p>Student scores using Empower3000 reflect a need for improvement in the following reading comprehension areas: drawing inferences, vocabulary in context. Etc.</p> <p>School year 2009-2010 Lexile gains made from the LevelSet pretest to the posttest (Reading Level/Lexile Score):</p> <p>Grade 9: Pretest 5.1/763L Posttest 5.2/799L Grade 10: Pretest 6.1/833 Posttest 9-10/1178L Grade 11: Pretest 6.2/909L Posttest 6.2 936L Grade 11: Pretest 6.1/863 Posttest 6.1/868L</p>		<p>The data from the 2010-2011 HSPA reveals that the mean scores in writing, 6.6 are significantly lower than the State's Mean score of 10. Analysis of the data reveals that we need to focus on both expository and persuasive writing skills. The high school has lacked a writing program that would help to strengthen these skills and has relied solely on teacher interpretation of the skills that needed to be covered.</p> <p>Student scores reflect need for improvement in the following areas: response to open-ended questions; organizational components.</p> <p>The 2009-2010 HSPA scores reveal that 81% of our students are partially proficient which is approximately 60% higher than the state average and 25.7% higher than schools in the same DFG SY 2010 NJPASS:</p> <p>Grade 9: Of 129 students, 1% scored advanced proficient, 18% scored proficient, and 81% scored basic. Grade 10: Of 76 students, 1% scored advanced proficient, 21% scored proficient, and 78% scored basic.</p> <p>Much of this is due to the lack of a math curriculum that was aligned to the NJCCS, a computer based program that did not challenge students and teachers to think critically and little to no job-embedded PD. The high school also lacked an early intervention model to work with those students who lacked the skills to succeed in a high school math class</p> <p>Parent involvement has dwindled over the last several years and has hit a low during the last school year. In the past the high school had a Parent</p>
Academic Achievement - Writing	High School Proficiency Assessment (HSPA), classroom assessments		
Academic Achievement - Mathematics	High School Proficiency Assessment (HSPA), NJPASS		

DRAFT

		Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
Night, Parent teacher conferences, Literacy Night	Liaison Coordinator who helped with parent involvement, but due to layoffs and budget cuts this job was eliminated. A parent/student informational program has not dedicated a scheduled time periodically to share with parents the strategies that are implemented in the classroom, study skills, content area concepts, the use of technology in the classroom, etc. The high school has not coordinated parent activities with the other schools with the district in order to generate additional parent participation.	
Professional Development	Teacher conversation during Common Planning Time, Post-Observation conferences and walk-throughs.	Much of the professional development during the 2009-2010 school year focused on essential questions, differentiated instruction and rubric design. Towards the end of the year the district began to introduce Understanding by Design to help create the district new lesson plan template. Most of the PD was workshop oriented and there was very little job-embedded PD. Overall faculty and staff was not satisfied with the PD and would like to see PD that is more job-embedded and sustained. In 2010-2011, the PD program turned more to job-embedded activities during weekly Common Planning Time sessions. Analyzing data, lesson planning, common assessments, and student rewards systems have been major topics for these sessions. In addition, an ongoing PD program on Classroom Instruction That Works with the Rutgers Institute for Improving Student Achievement has bee provided to math and English teachers. Some teachers are beginning to analyze data and use it to drive instruction; some teachers are beginning to implement reading and math strategies.
Extended Learning Opportunities	Summer School, Transitional School, AHSA	Students entering the high school from 8 th grade are encouraged to participate in a five-week summer transitional program. The program runs Monday – Thursday with 2 hours of math instruction, 2 hours of Language Arts instruction and a ½ hour lunch. Last summer 19 students completed the program. Due to the fact that the program is optional many students refuse to participate or only attend at the beginning of the summer.
Homeless	Attendance record, communication with parents	As of March 2011 APHS currently has 5 homeless students enrolled. The number of homeless students we have fluctuates regularly due to circumstances such as evictions and fires. Students who are living in a shelter, living with relatives rent free, living in a car, or other similar circumstances are referred to their counselor, social services coordinator

DRAFT

		Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
Students with Disabilities	HSPA, classroom grades, Child Study Team Assessments/IEP	and if applicable, child study team case manager for support services. In accordance with regulations, we report our homeless student information to the regional coordinator.
		Approximately 21 % of our total student population is classified as students with disabilities. This subgroup continually scores partially proficient on the Math and Language Arts HSPA assessment due to a lack of skills. An RTI model needs to be implemented to drive instruction and target specific areas of need.
English Language Learners	HSPA, classroom assessments ACCESS	HSPA: 11% proficient in math and language art combined Many students are not successfully in classes in which they are included with general education students and teachers. Language acquisition as measured by ACCESS has not been significant as desired.
Economically Disadvantaged	HSPA, classroom assessments	HSPA: 1.2% advanced proficient 19.5% proficient These results are not significantly different than other subgroups. Classroom assessments reflect results similar to other students.
School Culture	Reports regarding: violence, vandalism, attendance, discipline, and surveys	Our annual school climate survey will be conducted in mid-April. Changes this year were made based upon previous climate surveys.
Leadership	Administrative reviews, growth in student achievement, improvement in instructional practices	There hasn't been consistency in leadership for many years. At the district level, there have been numerous changes in superintendents as well as Directors of Curriculum. This has led to confusion and disjointedness in programs and a lack of focus. At the high school, there have been over five changes in principals in the last 10 years. New leadership has been installed at the high school for the 2010-2011 school year. A new assistant director for curriculum & instruction for the high school and the new principal have been working in the high school since July 2010.
Highly Qualified Staff	Districts Highly Qualified Data Matrix, formal and informal observation.	All high school teaching staff meets the highly qualified status requirements. Much of the high schools focus was on giving teachers the skills to differentiate their instruction and implement project based learning. The focus is to create classrooms that use more differentiated instruction techniques and create
Other:		

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The SIG Committee members also serve on our NCLB Committee which provided a strong foundation in creating our needs assessment. Committee members have participated in extensive and intensive needs assessment activities as part of our NCLB Unified Plan development. As such, there is a clear and shared vision of our needs and desired outcomes by all NCLB/SIG Committee members. Approximately 15 members serve on our NCLB/SIG Committee providing input from various stakeholder groups.
2.	Describe methods used to collect and compile data for student subgroups.	Data is collected from the HSPA, NJPASS, Empower 3000 data; reading assessment data; and ALEKS data. A review of this data shows a weakness in reading comprehension skills and writing skills in LAL. In Math our students show a weakness in problem solving skills, Geometry and measurement and overall knowledge. We believe that many of the math issues are linked to our student reading skills.
3.	Explain how the data from the collection methods are valid and reliable.	The data collected comes from the New Jersey State Assessments, along with the researched based Empower 3000 computer program. The quarterly reading assessment is developed using the Empower 3000 program. Our math data is taken not only from state assessments, but also the researched based ALEKS math program.
4.	What did the data analysis reveal regarding classroom instruction?	Classroom instruction lacks differentiation and the ability to allow students to make meaning of the skills and knowledge of the skills being presented in class. Teachers also lacked the training in analyzing and interpreting student data to help drive their instruction. It has also been revealed that teachers need to improve in the areas higher order thinking question techniques, small group instruction and project based learning. Much of the planned PD will focus on these areas of instruction to help improve student achievement.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Much of the PD was not focused on the needs of our students nor data analysis. Teachers were not given a clear understanding of what were the most effective practices that improves instruction and student learning. The PD that occurred last year was neither job-embedded nor ongoing. We are now focusing on teaching the skills of analyzing student data, differentiated instruction, small group instruction, and using Robert Marzano's researched based Classroom Instruction That Works. This PD will be ongoing and job-embedded which will be given by Rutgers Institute for Improving Student Achievement (RIISA).

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

6.	How are educationally at-risk students identified in a timely manner?	Students are identified by teachers and counselors who complete an Intervention and Referral Service (I&Rs) form. The committee consists of the schools social worker, Child Study Team (CST) member, guidance counselor, teacher and administration.
7.	How are educationally at-risk students provided with effective assistance?	Once a student is identified, the I&RS team will schedule a meeting to meet with the students and his or hers parent/guardian to put strategies into place that will help the student become more successful. Possible strategies could be afterschool help, one-on-one counseling, mentoring, etc... During this meeting the student's attendance records and discipline records are reviewed. Individual teachers are called into the meeting to discuss the students' progress in all subject areas. The student and the parent will also be required to sign a contract to ensure that all the strategies are followed. The student and the I&RS committee re-convenes at a specified date weeks to evaluate the students' progress. If further interventions are needed, a students can be referred directly to CST to be tested and possibly receive special education services.
8.	How does the needs assessment address migrant student(s) needs?	Not applicable. We do not have migrant students enrolled in the school.
9.	How does the needs assessment address homeless student(s) needs?	As of March 2011 APHS currently has 5 homeless students enrolled. Homeless students are referred to their counselor, social services coordinator and if applicable, child study team case manager for support services. Such services may include referral to food banks, shelters, health services, social service providers, and so forth. For students who have lost their home due to fire, staff members regularly donate clothing and household items.
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers this year are engaged in PLCs to learn how to review data in order to address student strengths and weaknesses, to create uniform benchmarks targeting grade level skills, and to begin researching a writing program that will address the needs of our students. Teachers were surveyed before and after in-school workshops in order to assess the workshop's value, to recommend future topics for workshops, and to request assistance or support with particular workshop instructional tools or strategies.
11.	Describe the transition plan for preschool to kindergarten, if applicable.	Not applicable.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

		The priority problems and root causes identified in this plan are based upon research conducted to create our NCLB Unified Plan. That research included extensive review of various reports including but not limited to NCLB, AYP data, 1 and 3 year trend charts, HSPA performance demographics, CAPA, NJPASS, incident, and attendance.
12.	Describe the process used to select the priority problems and root causes for this plan?	Differentiated instruction for the various levels of student work is not implemented often and not always effectively when it is. Whole group instruction is the constant in most classes reducing the possibility of different learners receiving instruction targeting their needs.
13.	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The needs assessment and evaluation of current programs revealed that a transformation model would provide the direction needed to close the achievement gap. The commitment, dedication, hard work and perseverance of various Asbury Park High School stakeholder groups has proven to be ineffective in promoting student achievement as measured by various assessments. While a multitude of instructional strategies and initiatives have been implemented over the years there has been a clear lack of data driven sweeping reform based upon solid, research based models. We are confident that the introduction of a solid transformation model in combination with our vested stakeholder groups will result in the academic excellence we have been striving to achieve.
14.	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.
15.	What is the process for removal of staff members deemed to be ineffective?	If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.
16.	Describe the incentive for Nationally Board Certified Teachers and Principals.	There are currently no incentives available.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: March 31, 2011

TRANSFORMATION PROJECT DESCRIPTION

Date: March 1 of 26

LEA : Asbury Park School District

Name of School: Asbury Park High School

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p>The principal of Asbury Park High School is to be determined. The principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement. The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required. An extensive search for new leadership will ensue.</p>	<p>March 2010</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA will conduct a comprehensive job search for highly qualified administrators. The LEA will perform intensive interviews in order to make certain the new leader possesses the appropriate skills needed to address our particular needs.	May 2011
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continuously recruit highly qualified administrators to ensure a pipeline of potential turnaround leaders is available to guarantee a smooth transition if a change in leadership is necessary,	September 2011- June 2012
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	In order to support sustained improved leadership the principal will: <ul style="list-style-type: none">• Attend all professional development sessions• Model best practices• Support all instructional staff in their implementation of programs set forth• Conduct a bi-monthly walk thru in each class to witness best practices in use and conduct a conference with each staff to discuss findings The principal will receive a formative evaluation based on his/her job description indicators. A three-year professional development plan will be created at the end of the 2011-2012 school year.	Summer 2011-June 2012

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-7**Use only one model template for each school****Transformation SIG Required Activity – 2**

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff growth.	The school will implement the procedures and instruments used for teacher evaluation following the revision made prior to the 2010-2011 school year.	09/11 - 06/12
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	The school will implement the evaluation tool as revised prior to the 2010-2011 school year and modeled after the research-based format authored by Charlotte Danielson.	09/11-06/12
3. The SEA and LEA document and provide training regarding the evaluation process.	Additional training will be provided to all teachers and administrators during the summer of 2011. It will be ongoing and documented.	08/11-04/12
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The school will review evaluations and processes in place following each of three evaluation cycles and suggest revisions to procedures and the instrument. Principals will meet with the Assistant Director of Curriculum. The Assistant Director of Curriculum will then meet with central office personnel to review the evaluation process.	11/11 - 5/12

DRAFT

	Supersedes any other communications – Issued 3-18-2011 – 3:30 pm	5/12 – 6/12
5. The LEA monitors the evaluation process and reviews results.	The school will review the ratings attained by teachers and analyze them for inter-rater reliability and intra-rater reliability. The district's principal on special assignment will collect, analyze and report back patterns in evaluations to the principals and other district administration staff.	

Transformation SIG Required Activity – 3

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
	<p>The APHS-award eligibility is based on school, teacher, staff and student performance and improved performance. Student achievement and growth are key cornerstones for both the financial awards and the professional development support, which is customized to meet individual teacher needs, as identified through the collaborative analysis of administration, union, teacher/staff self-evaluation, and student-specific achievement data. The differentiated bonus awards would be designed and developed to accomplish the follows goals:</p> <ul style="list-style-type: none">• Involve teachers, administrators, and union leaders in design and implementation;• Include a comprehensive communication plan around both requirements and outcomes;• Evaluate educators on effectiveness (student achievement and value-added impact) and on quality(comprehensive evaluation and regular observations);• Enhance compensation sufficiently to impact educator behaviors and decision-making;• Be supported by a robust data-management system;• Include professional development that improves performance and supports continued growth;• Be evaluated based on strong and measurable objectives; and,• Inform the work of others through the sharing of successful practices.	07/2011 – 08/2011

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>The APHS is using a growth model. The SIG committee recognizes that all staff have an effect on student growth, therefore if the APHS reaches “safe harbor” the school, as a whole, will receive a monetary reward in the amount of \$10,000.00 to be divided among the staff that demonstrated a positive impact on student growth which helped the APHS reach “safe harbor”. If the APHS reaches AYP the reward will increase to \$20,000.00.</p>	07/2011 – 08/2011
	<p>In order to achieve the goals of the transform awards and incentive plan: APHS administration and staff established the goals of aligning and integrating teacher , performance evaluations, professional development, improved data management systems, integration of technology and parent community partnership and compensation tied to student achievement. The compensative incentive plan consists of these key components: 1) rigorous, transparent, and fair performance evaluation systems; 2) alternative/differentiated instructional practices; 3) job-embedded professional development attendance and implementation; 4) technology integration goals; 5) student behavioral guidance and adjustment and 6) parent, business and community partnerships.</p>	August 2011
	<ul style="list-style-type: none">• Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and /or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.• If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.	Summer 2011
	<p>In order to recruit high quality instructors that have a knowledge/experience in technology based instruction and in differentiated instruction we will conduct job fairs, advertise on web sites such as NJ Hire and NJ School Jobs as well as in local and regional newspapers. We will have an open house for prospective teachers. Our 21st century classrooms and teaching practices that will be put in place using the SIG grant funds will entice new teachers to apply for employment in APHS.</p> <p>Retention of staff will be encouraged through the incentive practices put into place. In spite of our recent budget cuts, (the Asbury Park Board of Education has implemented a Reduction in Force for the past three years) APHS will put every effort to retain the staff that demonstrates the use of best practices.</p>	20

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

		September 2011 - June 2012
5. LEAs and schools provide targeted assistance to underperforming teachers.	<ul style="list-style-type: none">• Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and /or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.	

Transformation SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	<p>A portion of the professional development will be coordinated by the LEA and conducted using cadres of teachers who become experts in specific areas of the grant initiative from deep training provided by contracted consultants. These teachers will then turnkey the training to staff using our already scheduled Professional Learning Community time each day. This training will be on-going, consistent, and adjusted to the needs of specific groups of or individual teachers. It will also be adjusted to match the school needs, student culture, and capacities of our staff to move forward. Strategies beyond training sessions will include in-class coaching assistance, scheduled workshops designed to spiral the content on an ongoing basis, and collegial visitations. The principal will have the autonomy to select the professional development he/she deems necessary for the school based on various data points.</p>	08/11-06/12
2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.	<p>A major component of the training for small, flexible group instruction and differentiating instruction is the ongoing analysis of formative data. Without the examination of data, appropriate groupings and identification of needs for differentiation cannot take place. Within the professional development for our RTI program will be major components of training with essential requirements for teachers to analyze data and respond to it with their practices in class. The training will be coordinated by the LEA.</p>	09/11-06/12
3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.	<p>Rubrics will be developed for each practice of focus in this initiative that is not already identified in the LEA's walk-through and teacher evaluation documents. These rubrics will be approved by the LEA. Training will be coordinated by the LEA and provided to teachers and administrators on the definitions and details of the rubric, and they will be implemented in the evaluation of teaching and learning processes.</p>	09/11-06/12

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

		09/11-06/12
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	The school began working in professional learning communities this year and will expand their use to more groups and topics in the forthcoming years. These PLCs have time to meet each day of the week for 45 minutes and does so most days to provide opportunities for collegial sharing, work on specific and focused initiatives, professional development on continuing and emerging issues, and study on instructional strategies, among other topics. The staff has adopted a set of core beliefs, one of which states, “We believe our continuous self-growth leads to better student achievement.” The culture of continuous self-improvement is one that has permeated the staff. We are still growing in areas of accountability and consistency.	09/11-06/12
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.	Each professional development program provided by external consultants is evaluated through a school level on-line survey that rates the training on a number of characteristics. All professional development provided by external consultants is coordinated by the LEA.	08/11-06/12

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity – 5

Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Implementation Guidance

Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.

Evidence of Implementation Indicators	Implementation Description
1. The SEA and LEA secure funding for long-term program sustainability.	SIG funds will provide the necessary money initiate the programs, the SEA and LEA have committed to provide future funding for all programs that have proven to have a positive effect on student achievement/progress.
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The SEA and LEA will ensure that all teachers are assigned to classes based upon highly qualified/certification status.
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The SEA has adopted a new formative evaluation for all principals. This new comprehensive evaluation aligns with the job description for the principal and addresses all 64 areas of professional responsibilities and job specific responsibilities, Administration will be assigned to schools based upon their area of expertise.
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	In order to support sustained improved leadership the principal, instructional leaders and administrators will: <ul style="list-style-type: none">• Oversee and participate in all professional development sessions• Principal will also identify needs for further professional development based on building and specific teacher needs In order to support sustained improved leadership the principal, instructional leaders and administrators will:
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	<ul style="list-style-type: none">• Attend all professional development sessions attended by instructional staff• Attend summer RIISA sessions• Attend a 2-3 day summer administrative retreat• Participate in a Leadership Academy with Turnaround Principals• Attend monthly roundtable meetings held by the superintendent• Curriculum directors will meet bi-monthly

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

6. The LEA includes non-monetary incentives for performance.	Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly school newsletters, APEA quarterly newsletter, District Website and staff meetings which will foster a set of intrinsic rewards. Staff with a 97% attendance rate will be recognized at the end of the school year.
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DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
	<p>APHS and the LEA will continually utilize student performance measures to inform, differentiate instruction, and improve its implemented RTI model</p> <p>In order to support the implementation of this SIG initiative, instructional staff will have access to a common database that will contain the data needed to analyze and improve classroom instruction. During common planning time, PLCs will be charged with a singular focus to improve student performance; through analysis, planning, decision making, and documenting decisions and their effect on student performance. District office administrators will periodically attend PLC's and meet regularly with the Assistant Director of Curriculum and Instruction, and principal at APHS to discuss student progress toward the goals set in the SIG grant.</p> <ol style="list-style-type: none">SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	<p>09/11 - 08/12</p> <p>APHS will implement the most appropriate system that will provide quick scoring and turn-around of benchmark assessment results to enable agile use of data to inform RTI intervention sessions (for non-proficient students) and enrichment sessions (for proficient and advanced students).</p> <p>In the first year of implementation, instructional staff will be provided with a tablet laptop which will have access to student data and systems that utilize data mining (i.e. NJSmart) to allow more time for the implementation of solutions and to empower instructional staff to have an impact at the start of the school year.</p> <p>The principal and the professional development committee will schedule and provide the support and training to instructional staff, thereby ensuring PLCs have structured</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>team processes and become high performance work teams whose focus will be improving student performance.</p>	<p>APHS will monitor its own performance, monitor appropriate SIG benchmarks and make the data available to its own staff, LEA and the NTO as appropriate.</p> <p>The current system, Genesis, will house existing data and be expanded with new data elements necessary to implement this SIG. APHS instructional staff will have secure access to data elements to monitor student achievement and to facilitate differentiated instruction. Administrative staff will have access to other data elements such as classroom observation data and SIG compliance benchmarks requested by the NTO.</p> <p>The principal, high school Administration, and the LEA Director of Technology will determine what data elements will be appropriate and instruct the Genesis coordinator to make the necessary system changes.</p>	09/11- 08/12
2.	<p>SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.</p>	<p>A test scoring and analysis system will be purchased. It will ensure assessment results can be recorded and presented for timely analysis in a teacher friendly format that facilitates action based on the results. This data will be uploaded to the Genesis system to facilitate simultaneous review of multiple measures of student achievement.</p>	<p>APHS currently utilizes the system by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design (UbD) as a framework for planning curriculum, instruction, and assessment to improve student achievement</p>
	<p>3. LEA and school ensure that school aligns instruction with standards and benchmarks.</p>	<p>The LEA and school Curriculum and Instruction (C&I) Administrator, in consultation with the developers of the UbD (Understanding by Design) approach to instruction, have provided job-embedded professional development as an ongoing support to apply UbD processes and format in designing curriculum and lesson plans. This initiative is now in its second year of implementation. The existing process involves teacher-produced lesson plans which are reviewed weekly by administration who provide feedback. Professional development on UbD is provided to teachers and staff on an ongoing basis by PLC teacher leaders and academic coaches.</p>	09/11 – 08/12

As a component of the transformation plan, the current UbD processes will be

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

<p>expanded to include all disciplines in the first year of this SIG plan and increased job-embedded professional development.</p> <p>In other activities, funded through LEA monies not associated with this grant application, APHS is realigning curriculum in the core math courses of Algebra 1, Algebra 2, and Geometry with NJ standards, state assessments, and the new Common Core standards through the use of new, high quality resources for instruction. Also, the school will implement and the LEA will fund new practices and resources in its writing program that align with the state scoring rubrics and the new Common Core standards. In addition, the school will implement new school-based curriculum benchmark assessments at 6-week intervals that are aligned with instruction and the common core standards.</p>	<p>The instructional staff at APHS with collaboration with the LEA will utilize common planning time for PD and staff collaboration centered around student performance data</p> <p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The instructional staff at APHS with collaboration with the LEA will utilize common planning time for PD and staff collaboration centered around student performance data</p> <p>The principal will structure the master schedule to provide for common planning time for all core subject instructional staff. The principal and other administration will also enable the necessary support, such as the populating of data and allowing access to the data required for such PD. They will foster collaboration as well as provide the administrative personnel and structure to help facilitate the work of the PLCs.</p> <p>APHS and LEA will use data to make instructional decisions in a shared leadership model with instructional staff who will lead the PLCs</p> <p>Teacher and administrator teams meet at a prescribed time to review data and make decisions in a shared leadership model. The PLCs will be teacher-led by PLC team leaders who will meet with administrator teams to review data results from the PLC meetings and together they will make decisions on instructional change.</p> <p>The data reviewed by the PLCs and administrator teams may include but are not limited to:</p> <ul style="list-style-type: none">• Routine practices, documents for diagnosing student deficiencies, sets of intervention tools and strategies for implementation by PLCs (i.e. HSPA ISRs, IEPs, best practices, benchmark assessments, state assessments• Teacher use of highly engaging, rigorous learning activity modules immersed in LAL and math skills, project-based learning, and/or 21st Century skills• Results of the implementation of Tier 1 and Tier 2 RTI practices in classrooms
	<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

An LEA may also implement comprehensive instructional reform strategies, such as--
a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

b) Implementing a schoolwide “response-to-intervention” model;

c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

d) Using and integrating technology-based supports and interventions as part of the instructional program; and
e) In secondary schools--

- Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

• Improving student transition from middle to high school through summer transition programs or freshman academies;

- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Evidence of Implementation Indicators	Implementation Description	Timeline
LEA and school conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	Administration will continue to perform walk-throughs utilizing the Caroline Downey CWT strategies as an ongoing process for reviewing classroom instruction and delivery, review lesson plans to monitor instructional planning and analyze benchmark assessment to evaluate learning attainment and formulate plans for instruction revision. Since these will be ongoing from this year, they will begin in September and continue the length of the grant period and beyond.	09/11 – 06/12

DRAFT

LEA and school implement a school-wide “response-to-intervention” model

APHS will implement a school-wide “response-to-intervention” Response to Intervention (RTI) program that will match the needs of all its learners

09/11 – 08/12

The APHS SIG committee will conduct the research and gap analysis to determine the appropriate interventions for our students and which RTI activities to adopt. Based on current practice, those activities will include the following core concepts:

- Flexible, small group instruction
- Analyzing data to inform instruction
- Differentiating instruction
- Co-teaching
- Intervention & enrichment activities

The principal and the AD C&I will research and implement a new system which will be used to provide quick scoring and turn-around of benchmark assessment results to enable agile use of data to inform decisions RTI intervention sessions (for non-proficient students) and enrichment sessions (for proficient and advanced students). The principal and the AD C&I will provide the basic structure and support for the implementation and the maintenance of the RTI model through the following activities

- Conducting effective and ongoing training for LAL, math, special education, and ELL teachers in core concepts of the RTI model
- Developing effective pairs of teachers as in-class support co-teaching teams to effectively implement Tier 2 RTI strategies
- Developing rubrics to measure the implementation of core concepts in Tier 1, Tier 2, and Tier 3 RTI practices when conducting classroom walk-throughs to monitor teacher work
- Monitoring the implementation of Tier 1 and Tier 2 RTI practices in classroom by conducting walk-throughs using the rubric and formal teacher evaluations
- Monitoring progress of the RTI implementation by conducting review sessions with PLC team leaders and implementing any instructional changes necessary through shared leadership with the PLCs

The APHS administration will utilize the data from benchmark assessments administered in 6-week intervals to help determine the roster of students who will need either intervention or enrichment during extended day intervention/enrichment periods and new summer extended hours provided by this SIG. Benchmark assessment results administered toward the end of intervention sessions will be used to determine successful completion. Appropriate credit will be given to successful students. An evaluation and survey at the end ³⁰ of the summer will provide the data for use by the PLCs and the SIG Committee to provide continual improvement of the RTI model and

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

LEA and school provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	<p>The APHS professional development plan supports the needs of ELL and students with disabilities.</p> <p>To improve and enhance instruction in both of these areas for 2011-2012 a small cadre of teachers will be formed to receive intensive training from outside consultants during the summer of 2011 in the areas of small grouping using data to construct flexible small groups for differentiating instruction for those small groups and exploring models for co-teaching structures.</p> <p>That cadre will in turn provide turnkey instruction which is ongoing and job-embedded and focused to meet the needs of our staff, students and school culture. They will act as initial presenters ongoing leaders for the RTI program classroom coaches and will also provide just in-time training to teachers making constructive changes to their classroom practices. This training will be provided to special education teachers, ESL teachers, paraprofessionals, and just importantly general education teachers who work with ELL and special education students. By using the cadre of teachers as turnkey trainers and leaders in this effort it is our intention to build capacity within our staff, one of the clear requirements of this grant.</p>	08/11- 06/12
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DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity – 7a

Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students

Implementation Guidance

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>To meet the diverse academic needs of the APHS student population the following initiatives will be adopted during the SY 2011-2012:</p> <ul style="list-style-type: none">• Time on task for all students will be increases by at least 70 minutes each day, through a component of the intervention and enrichment programs.• All students will complete one course utilizing on-line learning from an on-line course vendor or an institute of higher education or undertake a comparable learning activity using other resources.• All students will participate in intervention or enrichment modules of instruction during the school day to extend their learning. <p>This plan will result in a decrease in the number of students retained due to insufficient credit attainment.</p>	APHS will continue to work and expand the relationships that it has established with institutes of higher learning. This will allow students to earn college credits while completing high school.	06/11 – 08/11
2. The LEA identifies community needs and partnership opportunities.	APHS will partner with parent organizations and establish community committees to conduct ongoing conversations regarding the needs of the students, school and community. Parents will also be provided computer use during the school's late afternoon Open Lab time made available for students to undertake additional on-line course work to extend their learning.	09/11 – 08/12

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	To address the staffing and funding needs of the APHS academic initiatives proposed for the SY 2011-2012, the district will review and provide financial support for: <ul style="list-style-type: none">• The proposed implementation of an additional period in the school schedule and determine the staff needed to meet that goal. However at this time we do not anticipate that this implementation will require additional funds due to a change to flex scheduling for instructional staff.• The proposed implementation in course requirements in core subjects courses to include on-line work beyond the school day that engages students in higher order thinking and project-based applications providing opportunities for students to learn and practice 21st Century learning skills.• The proposed implementation of an Open Lab extended school day for all students that will require additional staffing to be paid from funding within the grant.• The proposed implementation of an additional on-line course beyond the school day that engages students in higher order thinking and project-based applications providing opportunities for students to learn and practice 21st Century learning skills. This may include some funding for staff and course fees and licenses for courses that students may enroll in.	09/11 – 08/12
3. The LEA allocates funding for extended-learning programs.		
4. The LEA supports school leadership in developing and sustaining community partnerships.	The Asbury Park School District will establish procedures for the development and implementation of internships, work study, corporate mentoring, donations and distant learning opportunities with institutions of higher learning and the community to offer dual credit programs for APHS students.	09/11 – 08/12

- 5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.

A major component of the goals of the grant program is intervention and enrichment programs for student learning. To be aligned with current curriculum and state and national standards, teachers and school leadership will engage in sessions for designing and implementing modules of instruction for both intervention and enrichment focused on improvement in student skills in language arts and math. These modules developed by teachers will also include programs to help improve student skills and knowledge in other areas that enhance their ability to study, to maintain peer relationships, to organize their work and other skills that research clearly proves will enhance a child's ability to learn.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

		09/11 – 08/12
	<p>In order to provide timely review of student data for analysis and academic interventions APHS during the SY 2011-2012 will :</p> <ul style="list-style-type: none">• Implement procedures requiring teachers to maintain records of student engagement time in the use of on-line resources for the class beyond the school day.• Implement course grading protocols to incorporate student work with on-line class content undertaken beyond the school day.• Implement grading protocols for intervention and enrichment modules for individuals and for the population as a whole.• Develop a tracking system to measure the change in state assessment results for those students who have received intervention in math and language arts.• Revise district Option 2 policy to more clearly enable student credit for dual credit programs, on-line content for credit recovery, distance learning courses, and other options as they become available.• Evaluate dual credit and apprenticeship programs with our educational partners in higher education and the business community to determine the effectiveness of the program and revisions needed.• Revise high school graduation policy to reflect additional credits possible from extended day periods, enrichment modules, on-line or distance learning courses, and other learning activities.• Establish protocols for assessment, grading, attendance enforcement, and credit conferring for on-line and intervention/enrichment learning activities. This data will be used to evaluate subsequent student success based on individual modules in which they participated.	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity – 7b

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Implementation Guidance

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

Evidence of Implementation Indicators	Implementation Description	Timeline
	<p>In support of the academic program in SY2011-2012 APHS staff will work with Central Office administration to institute the following initiatives:</p> <ul style="list-style-type: none">• Survey parents to determine what hinders participation/attendance at school academic events and what topics or information they would like the school to provide more effectively• Schedule Parent University activities to assist parents and community members with providing academic, social, and emotional assistance to their children• Schedule Meet and Greet sessions with academic program leaders in location throughout the community• Schedule training for parents and community members on Genesis and other on-line systems for parent use<ul style="list-style-type: none">• Create a monthly parent newsletter on paper and on-line• Conduct quarterly student recognition programs to which parents are invited.	09/11-8/12

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>Effective community and school collaborative partnerships ensure our students are receiving the support, mentoring and information need to meet the high standards dictated by workplace and citizenship needs. In SY2011-2012, APHS designated staff will work with central Office administration to:</p> <ul style="list-style-type: none">• Create a Community Connection Committee (including educators, parents, and community members) to address the concerns of parents/school/community.• Increase connections with school-based youth services and community organizations and resources that benefit our students and families.• Investigate and secure internships, work-study programs and community service projects for students to undertake as part of their high school experience.	09/11-08/12
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	<p>Currently the APHS recognizes alumni who have made positive contributions to the city, state and country. A large number of parents support the athlete teams throughout the year. Utilizing these programs to broaden the representation of parents, community members and school staff, the APHS will:</p> <ul style="list-style-type: none">• Host job, health and community service provider fairs to assist families with learning what is available in the community and assist in facilitating relationships with the school.• Continue and expand the relationship with vocational centers to provide job training and placement services for high school age students.• Reactivate a Parent-Teacher Organization• Form a corporate and community speakers network• Plan a prominent national figure visit.	09/11-08/12
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	<p>Building community relationships is an important aspect of relating to our students and parents. Staff understanding of the social, ethnic, cultural and economic view norms is vital to the educational experience of our students. As a part of our job-embedded professional development, APHS will provide training on:</p> <ul style="list-style-type: none">• Training of staff to serve as mentors of teens in life skills and goal setting.• Multicultural training regarding predominant groups (i.e. Hispanic, Asian, Haitian, etc.) social norms and beliefs.	10/11-6/12
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.		

DRAFT

Supersedes any other communications - Issued 3-18-2011 – 3:30 pm

	<p>Throughout the SY 2011-2012 the APHS Community Connection Committee will conduct parent and community surveys, Meet and Greets for the purpose of evaluating our parenting participation and programs. The results of this feedback will be evaluated for needed revisions to activities and reported to the Board of Education semi-annually. The LEA will continue to host the Superintendent Town Hall Meetings and utilize the Global Connect system to share information. The LEA will also start sending out an annual report to all stakeholders in addition to the newsletter that is currently sent.</p>	09/11-08/12
5.	LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	
<ol style="list-style-type: none">1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.3. The LEA has established annual goals for student achievement.	<p>The Asbury Park School District will provide the operational flexibility and support needed to ensure the APHS has a successful transformation. The APHS will have complete autonomy in creating/modifying class schedules and teacher assignments. The principal has been given the authority to construct the school budget and use funds where they will have the greatest impact on student achievement. The principal will also oversee the professional development each teacher receives. The school district will provide 2 days of professional development before the start of the school year with an additional day of professional development during the year in addition to the professional development identified in the grant application. Most of the faculty meetings and PLC meetings will be geared toward professional development with topics that pertain to classroom strategies.</p> <p>As per our organizational chart, communication will be on-going and monitored by the NTO. The LEA will also provide on-going professional development for all principals by accomplished transformation principals. Further, this grant seeks to develop teacher leaders for professional development that attain a higher capacity for responsibility and leadership through their service to colleagues.</p>	<p>The Asbury Park School District has the following goals:</p> <p>Goal 1A Student Achievement Student academic performance will be improved through implementation of strategies that promote excellence in learning and attainment of high expectations and standards.</p> <p>Goal 1B Community Relations Parents and district staff will collaborate to improve the quality and effectiveness of educational programs and services offered to students. Efforts to increase the level of communication between students, parents, and the community will be enhanced.</p> <p>Goal 2A Teacher Evaluation Instrument The district will develop and implement a new teacher evaluation tool that identifies</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance - N/A	Evidence of Implementation Indicators	Implementation Description
		<p>and measures instructional strategies, professional behaviors and delivery of content knowledge and its affect on student learning.</p> <p>Goal 3A School Administrators Leadership Academy Develop or implement a program that will impact student performance by providing professional development that enables administrators to transform educational activities, accelerate learning and promote academic growth.</p>
		<p>Language Arts Literacy (Reading and Writing)</p> <ul style="list-style-type: none">• HSPA• NJPASS• Wilson – TOWRE and WADE (entrance and yearly)• Weekly PLC meetings -daily• Coach/Team Leaders/Principal weekly meetings• Pre test at the beginning of the school year• Benchmark Assessments – 6 weeks• ACCESS for ELL (spring)• Achieve 3000
		<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p> <ul style="list-style-type: none">• Math• HSPA• NJPASS• Algebra EOC• Pre test at the beginning of the school year• Weekly PLC meetings -daily• Benchmark Assessments – 6 weeks• ALEKS• Parent Involvement• Parent surveys –quarterly• Sign-in sheets for all activities – as needed

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Transformation SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance - N/A	Evidence of Implementation Indicators	Implementation Description
	Professional Development	<ul style="list-style-type: none">● Tracking on MyLearningPlan (digital record of all professional development)● Professional Development Plan – end of each year● Teacher evaluations- as needed● Walk thru evaluations –bi-monthly
5. The LEA and school share student progress data with parents and students.		We currently use Genesis (our computerized student information system) for quarterly progress reports and quarterly grades. In addition we send quarterly reports on all students with individualized education plans. We schedule parent conferences throughout the year on an as needed basis. In addition to all of the above, we will keep comprehensive parent/teacher communication logs.

Transformation SIG Required Activity – 9

Establish a system to collect data for the required SIGs!

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Implementation Guidance

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	<p>Accountability is crucial and will be the focus of all APHS staff. Teachers will be accountable for their instruction. Instructional leaders will be responsible to ensure that best practices are being implemented in all classes and that all appropriate and needed job embedded professional development is provided. Data collection will be an on-going activity using a multitude of sources. Sources will include:</p> <p>Language Arts Literacy (Reading and Writing)</p> <ul style="list-style-type: none">• Wilson – TOWRE and WADE (entrance and yearly)• Weekly PLC meetings –daily• Benchmark Assessments – every 6 weeks• Coach/Team Leaders/Principal weekly meetings• ACCESS for ELL (spring)• Achieve 3000 <p>Math</p> <ul style="list-style-type: none">• Coach/Team Leaders/Principal weekly meetings• Benchmark Assessments – every 6 weeks• Weekly PLC meetings –daily• ALEKS <p>Parent Involvement</p> <ul style="list-style-type: none">• Parent surveys –quarterly• Sign-in sheets for all activities – as needed <p>Professional Development</p> <ul style="list-style-type: none">• Tracking on MyLearningPlan (digital record of all professional development)• Professional Development Plan – end of each year• Teacher evaluations- as needed	September 2011-June 2012 (see specific times in the description)
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	In addition to the coaches in place (Math, Language Arts Literacy, Technology, and Bilingual), using the SIG funding, a data analysis coordinator and clerical assistant will be hired to collect, analyze and disseminate the data on all nine leading indicators.	Summer 2011-June 2012

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: March 31, 2001**Form S-8****Page 1 of 2****ANNUAL STUDENT TARGETS****LEA :** Asbury Park Public Schools**Name of School:** Asbury Park High School

GRADE SPAN & SUBGROUP		LANGUAGE ARTS					MATHEMATICS				
		HSPA	Baseline Target	2012 Target	2013 Target	2014 Target	HSPA	Baseline Target	2012 Target	2013 Target	2014 Target
For Each Grade Span: Grade 11											
Total Students		46.5%	53%	59%	64%			23.1%	32%	40%	48%
Students with Disabilities		24.3%	33%	41%	48%			10.8%	22%	31%	39%
Limited English Proficient Students		16.7%	27%	35%	43%			0%	12%	23%	32%
White		100%	100%	100%	100%			40.0%	47%	54%	59%
African-American		42.7%	50%	56%	61%			20.4%	30%	38%	46%
Asian/Pacific Islander		NA	100%	100%	100%			NA	100%	100%	100%
American Indian/Native American		NA	100%	100%	100%			NA	100%	100%	100%
Hispanic		56.3%	62%	66%	70%			35.3%	43%	50%	56%
Others											
Economically Disadvantaged		42.9%	50%	56%	61%			26.3%	35%	43%	50%

High School Proficiency Assessment

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Date: March 31, 2001

Form S-8Page 1 of 2**ANNUAL STUDENT TARGETS**

LEA : Asbury Park Public Schools

Name of School: Asbury Park High School

GRADE SPAN & SUBGROUP		LANGUAGE ARTS						MATHEMATICS					
		Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target		
Total Students	For Each Grade Span:		70	73	76				70	73	76		
Students with Disabilities		70	73	76				70	73	76			
Limited English Proficient Students		70	73	76				70	73	76			
White		70	73	76				70	73	76			
African-American		70	73	76				70	73	76			
Asian/Pacific Islander		70	73	76				70	73	76			
American Indian/Native American		70	73	76				70	73	76			
Hispanic		70	73	76				70	73	76			
Others		70	73	76				70	73	76			
Economically Disadvantaged		70	73	76				70	73	76			

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Form S-9**Use only one model template for each school.****Date:** March 31, 2011**Page 1 of 41****PROJECT ACTIVITY PLAN - TRANSFORMATION****LEA :** _____**Name of School:** Asbury Park Middle School

Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
SIG Required Activity – 1 Transformation	Replace the principal who led the school prior to commencement of the transformation model.						
SMART Goal:	The LEA will hire a transformational principal who will put into place practices that will lead to a 12% decrease in non-proficiency rates on state assessments in the School Year 2011-2012.						
Indicators of Success:							
1.1.A student growth data 1.1.B.formative evaluation							
SBR Practice to Address Goal:							
1 The principal of Asbury Park High School will be determined. The person selected must meet the following qualities: The principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The	-NTO -Superintendent -Human resources APPSA	Local funds	-professional development logs -principal formative evaluation	△			

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Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement. The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required.	-NTO -SIG manager -principal -assistant directors of curriculum -superintendent	Local funds	-formative evaluation	△	△
3 The principal will receive a formative evaluation that addresses job performance based on the goals that are set in the beginning of the year.	-NTO -SIG manager -principal -assistant directors of curriculum -superintendent	Local funds	-3-year professional development plan	△	△
4 The principal will develop a 3-year professional development plan that will incorporate all necessary components to ensure student growth	-NTO	Local funds	-minutes of meetings	△	△
5 The Transformational Principal will	-NTO	Local funds	-minutes of meetings	△	△

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work with the Network Turnaround Officer (NTO) assigned by the NJDOE to the school to work for at least 100 days during the project period. The Transformational Principal will meet with the NTO, along with the other members of the Internal District Team (CSA or designee, special education director, Title I director, and supervisor of curriculum), monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.	-SIG manager -principal -superintendent -Assistant directors of curriculum -Director of curriculum	

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SIG Required Activity – 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.																																																															
SMART Goal:	In 2011-2012 all teachers, coaches, and administrators will be evaluated using the newly adopted formative assessment with an 80% success rate, along with data accrued from the bi-monthly walk thru assessment and running records of student achievement.																																																															
Indicators of Success:	<p>1. Each formal evaluation of teachers uses the Danielson evaluation instrument</p> <p>2. Teachers engage in sessions to review details of the instrument and expectations for performance</p> <ul style="list-style-type: none"> • The research-based methods for evaluating instructional staff and administrators are examined in Goe & Croft (2009) and Danielson (1996). The research advocates the involvement of teachers and stakeholders in the evaluation system (rubric) since their involvement will increase buy-in and validity of the system. The research recommends that training be ongoing and job-embedded. Assessing the means for evaluating instructional staff is also recommended. • Making use of a school-wide database as part of the evaluation system is also noted in Wallace (2009). 																																																															
SBR Practice to Address Goal:																																																																
<table border="1"> <thead> <tr> <th colspan="2">Description of Action Steps</th><th>Person(s) Responsible</th><th>Resources</th><th>Documentation</th><th>Q1</th><th>Q2</th><th>Q3</th><th>Q4</th></tr> </thead> <tbody> <tr> <td>1 A school evaluation committee will be formed to review the results of the 2010-2011 year of implementation of the new teacher evaluation instrument.</td><td>AD of C&I</td><td></td><td></td><td>Sign-in sheets for meetings</td><td>△</td><td></td><td></td><td></td></tr> <tr> <td>2 Suggestions for revisions will come from the committee</td><td>AD of C&I</td><td></td><td></td><td>List of suggestions for revision</td><td>△</td><td></td><td></td><td></td></tr> <tr> <td>3 The teacher evaluation instrument will be revised following the submission of school suggestions to the district committee</td><td>Superintendent</td><td></td><td></td><td>Revised evaluation instrument</td><td>△</td><td></td><td></td><td></td></tr> <tr> <td>4 The revised teacher evaluation instrument will be communicated to teachers in meetings</td><td>AD C&I</td><td></td><td></td><td>Sign-in sheets for sessions</td><td>△</td><td></td><td></td><td></td></tr> <tr> <td>5 The teacher evaluation instrument will be used for formal evaluations through the school year</td><td>HS Principal</td><td></td><td></td><td>Completed evaluations</td><td>△</td><td>△</td><td></td><td></td></tr> <tr> <td>6 The school evaluation committee will meet at the end of each evaluation trimester to review process and suggest changes for the following year's instrument</td><td>AD C&I</td><td></td><td></td><td>List of suggestions for revision</td><td>△</td><td>△</td><td>△</td><td>△</td></tr> </tbody> </table>		Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4	1 A school evaluation committee will be formed to review the results of the 2010-2011 year of implementation of the new teacher evaluation instrument.	AD of C&I			Sign-in sheets for meetings	△				2 Suggestions for revisions will come from the committee	AD of C&I			List of suggestions for revision	△				3 The teacher evaluation instrument will be revised following the submission of school suggestions to the district committee	Superintendent			Revised evaluation instrument	△				4 The revised teacher evaluation instrument will be communicated to teachers in meetings	AD C&I			Sign-in sheets for sessions	△				5 The teacher evaluation instrument will be used for formal evaluations through the school year	HS Principal			Completed evaluations	△	△			6 The school evaluation committee will meet at the end of each evaluation trimester to review process and suggest changes for the following year's instrument	AD C&I			List of suggestions for revision	△	△	△	△
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SIG Required Activity – 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:	In 2011-2012 the APHS instructional leaders will implement a reward system based on student growth teacher assessments. A system will be properly utilized to initiate the removal of staff that do not meet the standards.						
Indicators of Success:	<ul style="list-style-type: none"> 1. teacher retention rate 2. number of staff that receive rewards 						
SBR Practice to Address Goal:	<ul style="list-style-type: none"> • A system of incentives and rewards for school leaders, teachers, and other staff will follow the recommended research-based methods of Hasell, (2002), which notes that groups of teachers for the student learning serves to promote teacher collaboration and/or departmental performance. • Having incentives to build collaboration among instructional staff is also supported by Barnett & Ritter (2008); and to recruit and keep (Wallace, 2009). • A research study by Kimball (n.d.) found that teacher rewards foster a sense of achievement can lead to increased self-confidence. • The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009). • Vanderbilt University's Peabody College of Education and Rand Corporation 						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 1	Teachers will be held accountable using the newly implemented formative teacher assessment	<ul style="list-style-type: none"> - NTO - SIG team - Principal - administrative team -APEA Human resources -SIG manager <ul style="list-style-type: none"> • administrative walk thru assessments 	Local funds	<ul style="list-style-type: none"> - Formative teacher assessment - administrative walk thru assessments 	△	△	△
2 2	Create a running records systems to follow student	<ul style="list-style-type: none"> -Principals -Teachers -Assistant Directors of Curriculum 	Local funds	Running Records	△	△	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

3	3	progression	-Coaches -SIG manager	SIG funding	-Newsletters -Meeting minutes -Certificates	△	△	△	△	△	△
3	4	Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly newsletters and staff meetings which will foster a set of intrinsic rewards -monetary reward will be given to the school if goals are met.	-NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff -PTO -Title I Family Involvement Specialist	SIG funding	Documentation of reward given	△	△	△	△	△	△
4	4	Teacher incentives based on student growth and evaluations will include the opportunity for professional advancement, monetary/ extrinsic rewards (rewards will include but not limited to gift certificates, luncheons)	-NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff	SIG funding	Documentation of reward given	△	△	△	△	△	△
5	5	Teachers will be	-NTO	Local funds	Corrective Action	△	△	△	△	△	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

				Plans	
	assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and /or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.	-Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff -APEA		Corrective Action Plans	△ △ △
6	If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.	-NTO -Superintendent -Principal Teachers -APEA Assistant directors of Curriculum	Local funds	Corrective Action Plans	△ △ △
7	Teachers will be held	- NTO	Local funds	- Formative	△ △ △

DRAFT

			Supersedes any other communications – Issued 3-18-2011 – 3:30 pm		
		accountable using ● the newly implemented formative teacher assessment ● administrative walk thru assessments	-SIG team -Principal -administrative team -APEA Human resources -SIG manager	- -teacher assessment -administrative walk thru assessments	
8	2	Create a running records systems to follow student progression	-Principals -Teachers -Assistant Directors of Curriculum -Coaches -SIG manager	Local funds	Running Records △ △ △
9	3	Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly newsletters and staff meetings which will foster a set of intrinsic rewards -monetary reward will be given to the school if goals are met.	-NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff -PTO -Title I Family Involvement Specialist	SIG funding	-Newsletters -Meeting minutes -Certificates △ △ △
10	4	Teacher incentives based on student growth and	-NTO -Superintendent -Assistant Directors of Curriculum -Principal	SIG funding	Documentation of reward given △ △ △

DRAFT

	Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
evaluations will include the opportunity for professional advancement, monetary/ extrinsic rewards (rewards will include but not limited to gift certificates, luncheons)	-Coaches -Teachers -staff

SIG Required Activity – 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal: 1a	By the end of SY 2011-2012, 75% of LAL teachers, 75% of ELL teachers, 75% of special education teachers and 75% of math teachers are implementing Response to Intervention (RTI) strategies as measured by classroom observations.
Indicators of Success:	<ol style="list-style-type: none">1. The percentage of LAL, Math, ELL, and SpEd teachers implementing RTI with high fidelity will increase by 25% in each quarter of the first year.2. By the end of SY 2011-2012, 75% of students involved in LAL, ELL, Sped and Math classes are actively engaged in learning.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

- The research-based best practices for effective RTI for both language arts and math instruction for adolescents to be adopted for the school's transformation are those advocated in Alvermann (2001); Rose & Dalton (2002); Marzano (2003); The Education Trust (2005); Biancarosa & Snow (2006); Graham (2007); Short & Fitzsimmons,(2007); Kamil (2008); Boardman (2008); Carnegie Council (2010); International Reading Association (n.d.); What Works Clearinghouse (n.d.).
- International Reading Association brief for improving adolescent literacy presents the expanded roles and responsibilities of reading teachers in schools that are implementing an RTI model. It discusses the key concepts and benefits of RTI as well as professional development needs and funding sources. In addition, examples of successful implementation of RTI by school districts are shared.
- Research on RTI for meeting the needs of ELL students is discussed in Short & Fitzsimmons (2007).
- Research-based guidance for meeting the literacy needs for all students is clarified in Torgesen, Houston, Rissman, Decker, Roberts, G., Vaughn, et al. (2007).
- Research base for RTI for mathematics is documented in Bangser (2008).
- The research base for the use of summative and formative assessments as an effective means of tracking student achievement is noted in the National Research Council (2000); and Dylan, Lee, Harrison, & Black (2004).
- The support for ongoing, job-embedded professional development through the use of professional learning communities is endorsed by Hord (1997); Hawley & Valli (2000); Marzano (2003); Dufou, (2004); Geré, Dickinson, Orzulak, & Moody, (2010); and The Annenberg Institute for School Reform (n.d.).
- The use of rubrics for targeting specific areas for professional development is endorsed by Danielson (1996).

SBR Practice to Address Goal:

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Research and establish professional development training options in RTI instructional strategies for all language arts, math, ELL, and special education teachers, including paraprofessionals	<ul style="list-style-type: none"> • AD of C&I • SIG committee • Chairperson 	<ul style="list-style-type: none"> • Local funds 	<ul style="list-style-type: none"> • List of effective RTI models 	△			
2 Identify and locate vendors to introduce RTI instructional strategies to all administration, instructional coaches, teachers, and paraprofessionals	<ul style="list-style-type: none"> • Dir Prof. Dev. • HS Principal 	<ul style="list-style-type: none"> • Local funds 	<ul style="list-style-type: none"> • List of vendors Proposals/bids 	△			
3 Secure vendor to consult and train specific staff members, including instructional coaches, who will turnkey training to all LAL, ELL, SpEd, and Math teachers and provide ongoing job-embedded training. Skills are to include: <ul style="list-style-type: none"> • Flexible small group instruction • Differentiating instruction • Co-teaching 	<ul style="list-style-type: none"> • Dir. Prof. Dev. • HS Principal 	<ul style="list-style-type: none"> • SIG funding A.11, C.2 	<ul style="list-style-type: none"> • Board Approval 	△			
4 Develop rubrics based on the training to measure the implementation of RTI strategies in LAL and Math classes	<ul style="list-style-type: none"> • HS Principal • AD of C&I 	<ul style="list-style-type: none"> • Local funds 	<ul style="list-style-type: none"> • Completed rubrics 	△			
5 Train teachers on the expectations of rubrics for small group learning, differentiating instruction, and co-teaching best practices by using turnkey trainers in ongoing, differentiated, small group settings.	<ul style="list-style-type: none"> • AD of C&I 	<ul style="list-style-type: none"> • SIG funding A.2, D.7 	<ul style="list-style-type: none"> • Sign-in sheets 	△			
6 Implement RTI structures in LAL, math, and ELL classes.	<ul style="list-style-type: none"> • AD of C&I 	<ul style="list-style-type: none"> • RTI instructional materials 	<ul style="list-style-type: none"> • Walk-throughs 	△			
7 Gather and evaluate data on the effectiveness of the RTI	<ul style="list-style-type: none"> • SIG committee chairperson 	<ul style="list-style-type: none"> • Genesis grade book reports 	<ul style="list-style-type: none"> • Genesis grade book reports 	△	△	△	
8 Create and administer a survey evaluating the effectiveness of the RTI program for LAL, ELL, SpEd, math teachers, paraprofessionals and students.	<ul style="list-style-type: none"> • AD of C&I 	<ul style="list-style-type: none"> • Local funds 	<ul style="list-style-type: none"> • Completed surveys 	△	△		

DRAFT

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9	Target areas of deficiencies in the RTI model and create a follow-up training to reinforce and expand RTI effectiveness using the instructional coaches, and RTI experts	• AD of C&I	• Local funds	• Sign-in sheets	△	△
10	Use PLCs to help assess the effectiveness of the RTI programs	• AD of C&I	• Genesis grade book reports • Surveys	• Results of assessment	△	△
11	Review entire program of RTI implementation and make needed adjustments for following year	• SIG committee chairperson	• Additional instructional materials if needed	• Results of review	△	

DRAFT

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SIG Required Activity – 4 Transformation		Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
SMART Goal: 1b		In SY2011-2012 the total population of teachers will be trained in the use of hardware, software, and assistive technology tools in order to improve instructional delivery to students to increase their mastery of 21 st century skills and to facilitate their use of on-line instruction beyond the school day.						
Indicators of Success:		1. 95% of instructional staff utilizing technology in lesson planning and delivery 70% of the time						
SBR Practice to Address Goal:		<ul style="list-style-type: none">• Research based implications for computer-based learning is that it provides accessibility for students who otherwise would not be able to take the course, and it also enables one to scale quality with far greater ease. Computer-based learning can become more engaging and individualized to reach different types of learners. Research to support the previously stated and use of use technology to enhance learning, to develop 21st century skills, and to promote achievement is discussed in Rose & Dalton (2002); IZZ, (2005); Christensen, (2008); and Greave, (2010).• The support for ongoing, job-embedded professional development through the use of professional learning communities is endorsed by Hord (1997); Hawley & Valli (2000); Marzano (2003); Dufour (2004); Gere, Dickinson, Orzulak, & Moody (2010); and The Annenberg Institute for School Reform (n.d.).• The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009).						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Research and establish professional development training options in RTI instructional strategies for all language arts, math, ELL, and special education teachers, including paraprofessionals	• District Professional Development Coordinator	• Local funds	• List of effective RTI models	△			
2	Identify and locate vendors to introduce RTI instructional strategies to all administration, instructional coaches, teachers, and paraprofessionals	• District Professional Development Coordinator	• Local funds	• List of vendors • Proposals/bids	△			

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

3	Secure vendor to consult and train specific staff members, including instructional coaches, who will turnkey training to all LAL, ELL, SpEd, and Math teachers and provide ongoing job-embedded training. Skills are to include: <ul style="list-style-type: none">• Using computer devices• Using tablet laptops• Creating presentations for interactive learning• Use of software involved in on-line learning and processes for monitoring its use	• District Professional Development Coordinator	• SIG Funding C.3	• Board Approval	△
4	Provide training for district approved software tools to turnkey trainers who will provide training to remainder of staff	• AD C&I	• SIG Funding C.3	• Sign-in sheets	△
5	Provide ongoing, job embedded training through PLC sessions for effective use of computer technology: <ul style="list-style-type: none">• Internet research• Document collection & archiving• Report generation• Data analysis	• AD C&I	• SIG Funding A.2, D.7	• Sign-in sheets	△ △ △
6	Provide ongoing job embedded training through PLC sessions and in-class coaching for research-based, content specific applications to increase student proficiency in LAL and math.	• AD C&I	• SIG Funding A.2, A.9, D.7	• Sign-in sheets	△ △ △
7	Develop rubrics based on the training to measure the implementation of technology, the quality of lesson presentations, and the involvement of students in technology learning activities.	• HS Principal • AD of C&I	• Local funds	• Walk-throughs	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

8	Monitor effectiveness of PD plan delivery and implementation in the classroom my measuring during classroom walk-throughs and evaluations: <ul style="list-style-type: none">• Frequency of use of interactive presentations for classroom lessons• Use of computer devices for classroom-based learning• Quality of uses in lesson	<ul style="list-style-type: none">• SIG committee chairperson• Director C&I	<ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• List of effective RTI models	<ul style="list-style-type: none">△△△
9	Conduct a survey of students on the uses of technology in their learning processes	<ul style="list-style-type: none">• HS Principal	<ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• List of vendors• Proposals/bids	<ul style="list-style-type: none">△△
10	Analyze data collection from classroom visits and student surveys	<ul style="list-style-type: none">• HS Principal	<ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Board Approval	<ul style="list-style-type: none">△△
11	Make revisions to implementation as guided by data	<ul style="list-style-type: none">• HS Principal	<ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Sign-in sheets	<ul style="list-style-type: none">△△
12	Review entire program of technology implementation and make needed adjustments	<ul style="list-style-type: none">• HS Principal	<ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Sign-in sheets	<ul style="list-style-type: none">△

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SIG Required Activity – 4 Transformation SMART Goal: 1c	<p>Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>After effective, on-going, and job-embedded professional develop for all instructional staff in SY2011-2012, the use of higher order questioning in classes will increase by 25% over the level before training and the quality of "Making Meaning" descriptions in weekly lesson plans will rise to an average of 3, as scored on the district rubric, for 50% of all lesson plans.</p> <ol style="list-style-type: none"> 1. A 25 % increase from December 2011 to June 2012 in the use of higher order questioning in classes across all subjects as measured using the classroom walk-through rubric, questioning rubric, and teacher evaluations 2. A 50 % increase from December 2011 to June 2012 in quality "Making Meaning" descriptions on the lesson planning template scoring at least an average of 3 as measured using the Making Meaning rubric 3. Action steps taken within the indicated time frame. 									
Indicators of Success:	<ul style="list-style-type: none"> • Research supporting the need for rigor and relevance and its impact on student achievement is documented in Rose & Dalton, (2002); Marzano (2003); and Wiggins & McTighe (2005); Graham & Perrin (2007); Bangser (2008); Christensen & Hord (2008); Greaves (2010); • Research base for the need student development of higher order thinking skills is addressed in Nickerson (1984); Cotton (1991); Cotton (1995); Cardellichio, (1999); and Wiggins & McTighe (2005). • Research base for the need to develop problem solving skills in mathematics is advocated in Bangser (2008), and by the National Council of Teachers of Mathematics. • The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009). • The support for ongoing, job-embedded professional development through the use of professional learning communities is endorsed by Hord (1997); Hawley & Valli (2000); Marzano (2003); Dufou, (2004); Gere, Dickinson, Orzulak, & Moody (2010); and The Annenberg Institute for School Reform (n.d.) 									
SBR Practice to Address Goal:										
Description of Action Steps	<table border="1" data-bbox="1139 135 1490 2035"> <thead> <tr> <th data-bbox="1139 135 1269 2035">Person(s) Responsible</th><th data-bbox="1269 135 1400 2035">Resources</th><th data-bbox="1400 135 1490 2035">Documentation</th></tr> </thead> <tbody> <tr> <td data-bbox="1139 135 1269 739">1 Gather baseline data regarding the use of Bloom's Taxonomy in classroom instruction using district walk-through processes</td><td data-bbox="1269 135 1400 739"> <ul style="list-style-type: none"> • AD of C&I • Local funds • Walk-through documents </td><td data-bbox="1400 135 1490 739"> <ul style="list-style-type: none"> • Walk-throughs • Roster of research staff </td></tr> <tr> <td data-bbox="1139 739 1269 2035">2 Select staff to serve on a committee to research PD on Bloom's Taxonomy</td><td data-bbox="1269 739 1400 2035"> <ul style="list-style-type: none"> • HS Principal • Local funds </td><td data-bbox="1400 739 1490 2035"> <ul style="list-style-type: none"> • Roster of research staff </td></tr> </tbody> </table>	Person(s) Responsible	Resources	Documentation	1 Gather baseline data regarding the use of Bloom's Taxonomy in classroom instruction using district walk-through processes	<ul style="list-style-type: none"> • AD of C&I • Local funds • Walk-through documents 	<ul style="list-style-type: none"> • Walk-throughs • Roster of research staff 	2 Select staff to serve on a committee to research PD on Bloom's Taxonomy	<ul style="list-style-type: none"> • HS Principal • Local funds 	<ul style="list-style-type: none"> • Roster of research staff
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2 Select staff to serve on a committee to research PD on Bloom's Taxonomy	<ul style="list-style-type: none"> • HS Principal • Local funds 	<ul style="list-style-type: none"> • Roster of research staff 								

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

3	Review and select outside vendors who can provide desired PD	• District Director of Professional Development	• Local funds	• Bid roster	△								
4	Select staff who will be trained by the vendor and serve as the core group to provide additional training	• HS Principal	• Local funds	• Roster of turnkey trainers	△								
5	Schedule and provide training sessions for turnkey trainers.	• HS Principal	• SIG funding C.4	• Schedule of training	△								
6	Review with the core group of staff the skills and information gained through the PD	• AD of C&I	• SIG funding A.2, D.6	• List of key learnings and points of emphasis	△								
7	Utilize PLCs for trained staff to turnkey the PD to all staff	• AD of C&I	• SIG funding A.2, D.6	• Sign in sheets for trainings	△								
8	All staff will implement higher order questioning techniques with their students	• HS Principal	• Training materials D.6	• Walk-throughs and evaluations	△								
9	Schedule turnkey trainers to provide support and job-embedded training for all staff	• HS Principal	• Training materials D.6	• Schedule and logs of visits	△	△							
10	Gather data on the use of Bloom's Taxonomy in classroom instruction through the school's walk-through template	• AD of C&I	• Walk-through documents	• Compilation of walk-throughs and rubrics.	△	△							
11	Discuss common issues or concerns observed through classroom observations with turnkey trainers and administration	• HS Principal	• Local funds	• Sign-in sheets of sessions	△	△							
12	Provide follow up training and reinforcement of learning for all staff	• District Director of Professional Development	• Training materials • SIG funding A.2, A.9	• Sign in sheets of new trainings	△	△							
13	Review and evaluate the effectiveness of the training through observations and data regarding the use of Bloom's Taxonomy in classroom instruction	• AD of C&I	• Walk-through documents	• Compilation of data	△	△							
14	Gather baseline data regarding the use of Making Meaning in classroom instruction	• AD of C&I	• Walk-through documents	• Walk-throughs, evaluations, lesson plans	△								

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm			
15 Select staff to serve on a committee to research PD on Making Meaning	• HS Principal	• Local funds	• Roster of researchers △
16 Review and select outside vendors who can provide desired PD in Making Meaning	• AD of C&I	• Local funds	• Bid roster △
17 Select staff who will be trained by the vendor	• HS Principal	• Local funds	• Roster of turnkey trainers △
18 Provide training to turnkey trainers	• HS Principal	• SIG funding C.4	• Schedule • Agenda △
19 Review with staff the skills and information gained through the PD	• AD of C&I	• SIG funding • Training materials A.2, D.6	• Key learnings and points of emphasis • Sign-in sheets for trainings △
20 Utilize CPTs to have trained staff turnkey the PD they received	• AD of C&I	• SIG funding • Training materials A.2, D.6	• Sign-in sheets for trainings △
21 Staff will implement training within their classes	• HS Principal	• Local funds Instructional materials A.2, A.9	• Walk-throughs, evaluations, lesson plans △ △ △
22 Schedule originally trained staff to provide support and job-embedded training for staff	• HS Principal	• SIG funding • Training materials A.2, A.9	• Schedule of trainings △ △ △
23 Gather data on the use of Making Meaning in classroom instruction	• AD of C&I	• Walk-through documents • Lesson Plans A.2	• Walk-throughs, evaluations, lesson plans △ △ △
24 Turnkey trainers to meet as a committee to discuss common issues or concerns observed through their classroom observations	• HS Principal	• SIG funding • Observation documents A.2	• List of issues, concerns, and revisions △ △
25 Provide follow up training and reinforcement of learning for all staff	• District Director of Professional Development	• SIG funding • Training materials A.2, C.5, D.6	• Schedule of training, sign in sheets △
26 Review and evaluate the effectiveness of entire training through observations and data regarding the use of Making Meaning in classroom instruction	• AD of C&I	• Walk-through documents • Revisions for following year	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

SIG Required Activity – 5 Transformation	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
SMART Goal:	In 2011-2012 the APHS will implement strategies to recruit and retain staff that have a history of positively effecting student achievement		
Indicators of Success:	1. retention rates 2. Human resources data		
SBR Practice to Address Goal:	<ul style="list-style-type: none"> • Incentives and rewards are supported by Wallace (2009) to recruit and keep teachers. • To help enable the school to recruit and retain teachers, research by Hawley & Valli (2000) recommends ongoing, job-embedded professional development. • The use of evaluative rubrics for targeting specific areas for professional development is endorsed by Danielson (1996). 		
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with Page #)</small>	Resources <small>(List all items from budget with Page #)</small>	Documentation
1 In order to recruit high quality instructors that have a knowledge/experience in technology based instruction and in differentiated instruction we will conduct job fairs, advertise on web sites such as NJ Hire and NJ School Jobs as well as in local and regional newspapers. We will have an open house for prospective teachers. Our 21 st century classrooms and teaching practices that will be put in place using the SIG grant funds will entice new teachers to apply for employment in APHS.	- NTO - SIG team - Principal - administrative team - APEA Human resources	Local funds	<p>-Newspaper ads -On-line activity NJ Hire NJ School Jobs</p> <p>-Rosters from job fairs -Rosters from in class visits</p>
2 Retention of staff will be encouraged through the incentive practices put into place. In spite of our recent budget cuts, (the Asbury Park Board of Education has implemented a Reduction in Force (RIF) for the past three years) APHS will put forth every effort to retain the staff that demonstrates the use of best practices.	- NTO - SIG team - Principal - administrative team - APEA Human resources	Local funds SIG funding	<p>-Newsletter -Certificates</p>

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

<p>SIG Required Activity – 6 Transformation</p> <p>In SY2011-2012, the total population of students will have a reduction of 12% in non-proficiency rates as measured on state assessments and proficiency rates on the new, standards-based, 6-week interval, school curriculum benchmark assessments of 70% through the establishment of a consistent and effective three tier Response to Intervention (RTI) program</p> <ul style="list-style-type: none">• A reduction of 12% in the number of non-proficient students on HSPA LAL, HSPA Math, Algebra 1 EOC and Biology EOC assessments comparing 2011 to 2012.• The proficiency rate of 70% on each of the curriculum benchmark assessments during SY2011-2012.• Action steps taken within the indicated time frame. <p>SMART Goal: 1 a</p>	<p>Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Indicators of Success:</p> <ul style="list-style-type: none">• The research-based best practices for effective RTI for both language arts and math instruction for adolescents to be adopted for the school's transformation are those advocated in Alvermann (2001); Rose & Dalton (2002); Marzano (2003); The Education Truss, (2005); Biancarosa & Snow (2006); Graham (2007); Short & Fitzsimmons (2007); Kamil (2008); Boardman (2008); Carnegie Council (2010); International Reading Association (n.d.); What Works Clearinghouse (n.d.).• International Reading Association brief for improving adolescent literacy presents the expanded roles and responsibilities of reading teachers in schools that are implementing an RTI model. It discusses the key concepts and benefits of RTI as well as professional development needs and funding sources. In addition, examples of successful implementation of RTI by school districts are shared.• Research on RTI for meeting the needs of ELL students is discussed in Short & Fitzsimmons (2007).• Research-based guidance for meeting the literacy needs for all students is clarified in Torgesen, Houston, Rissman, Decker, Roberts, G., Vaughn, et al. (2007).• Research base for mathematics is documented in Bangser (2008).• The research base for the use of summative and formative assessments as an effective means of tracking student achievement is noted in the National Research Council (2000); and Dylan, Lee, Harrison, & Black (2004).• Research supporting the need for rigor and relevance and its impact on student achievement is documented in Rose & Dalton (2002); Marzano (2003); and Wiggins & McTighe (2005); Graham & Perrin (2007); Bangser (2008); Christensen & Horn (2008); Greaves (2010);• Research-base for the need student development of higher order thinking skills is addressed in Nickerson (1984); Cotton (1991); Cotton (1995); Cardellichio (1997); and Wiggins & McTighe (2005).• Making use of a school-wide database as part of the evaluation system is also noted in Wallace (2009).• The need for a school-wide database to effectively implement an RTI model is promoted by Biancarosa <p>SBR Practice to Address Goal:</p> <ul style="list-style-type: none">• • The research base for the use of summative and formative assessments as an effective means of tracking student achievement is noted in the National Research Council (2000); and Dylan, Lee, Harrison, & Black (2004).• Research supporting the need for rigor and relevance and its impact on student achievement is documented in Rose & Dalton (2002); Marzano (2003); and Wiggins & McTighe (2005); Graham & Perrin (2007); Bangser (2008); Christensen & Horn (2008); Greaves (2010);• Research-base for the need student development of higher order thinking skills is addressed in Nickerson (1984); Cotton (1991); Cotton (1995); Cardellichio (1997); and Wiggins & McTighe (2005).• Making use of a school-wide database as part of the evaluation system is also noted in Wallace (2009).• The need for a school-wide database to effectively implement an RTI model is promoted by Biancarosa
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DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	<p>& Snow (2006).</p> <ul style="list-style-type: none">• The use of a database of student performance to drive instruction for academic improvement is advocated in Supovit & Klein (2003).• Research on the positive impact of project-based learning is cited in PBL Research Summary: Studies Validate Project-Based Learning (2001).• The use of rubrics for targeting specific areas for professional development is endorsed by Danielson (1996).• The development of well-functioning instructional teams and teacher leaders is advocated in the research of Wallace (2009).• Successful co-teaching models are documented in Simmons & Magiera (2007).
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Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Research models appropriate for high school programs of intervention strategies to improve student achievement and models of implementing and maintaining an RTI program	• SIG Committee Chairperson	• Local funds	• List of models	△			

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

2	Determine models for an RTI program that is the best match for APHS, its students, and its current status focusing on the core concepts of: <ul style="list-style-type: none">• Flexible, small group instruction• Analyzing data to inform instruction• Differentiating instruction• Co-teaching• Intervention & enrichment activities	<ul style="list-style-type: none">• Dir. of C & I• SIG Committee Chairperson <ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Selected model <ul style="list-style-type: none">△
3	Identify gaps between the best model for RTI at APHS and current practices at APHS in academic interventions.	<ul style="list-style-type: none">• SIG Committee Chairperson• AD of C&I <ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• List of gaps <ul style="list-style-type: none">△
4	Research, review, identify, and implement most appropriate system that will provide quick scoring and turn-around of benchmark assessment results to enable agile use of data to inform RTI intervention sessions (for non-proficient students) and enrichment sessions (for proficient and advanced students).	<ul style="list-style-type: none">• HS Principal• AD of C&I <ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Characteristics of system to be implemented <ul style="list-style-type: none">△
5	Conduct an effective and ongoing series of trainings for LAL, math, special education, and ELL teachers in core concepts of RTI model	<ul style="list-style-type: none">• District Professional Development Coordinator• Assistant Director for Special Education• Assistant Director of C&I• HS Principal <ul style="list-style-type: none">• SIG funding C.1, C.2, A.2, A.9, A.11	<ul style="list-style-type: none">• PD plan• Training signs• △• △• △
6	Develop effective pairs of teachers as in-class support co-teaching teams to effectively implement Tier 2 RTI strategies	<ul style="list-style-type: none">• HS Principal• AD of C&I• AD for Spec. Ed. <ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Paired teachers for co-teaching relationships• △• △
7	Develop rubrics to measure the implementation of core concepts in Tier 1, Tier 2, and Tier 3 RTI practices when conducting classroom walk-throughs to monitor teacher work	<ul style="list-style-type: none">• HS Principal• AD of C&I• PLC Leader <ul style="list-style-type: none">• Local funds	<ul style="list-style-type: none">• Final rubric• △• △

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

8	Develop routine practices and documents for diagnosing student deficiencies and sets of intervention tools and strategies for implementation during intervention sessions	• HS Principal • AD of C&I • PLC Leader	• Local funds	• Diagnostic tools	△	△	△	△	△	△	△
9	Develop highly engaging, rigorous learning activity modules immersed in LAL and math skills, project-based learning, and/or 21 st Century skills for implementation during enrichment sessions and assessments	• AD of C&I • PLC Leader	• Local funds	• Enrichment modules	△	△	△	△	△	△	△
10	Develop tentative roster and schedule of 6-week enrichment modules and intervention sessions with teacher assignments	• AD of C&I • HS Principal	• Local funds	• Schedule of modules	△	△	△	△	△	△	△
11	Monitor implementation of Tier 1 and Tier 2 RTI practices in classroom by conducting walk-throughs using the rubric and formal teacher evaluations	• HS Administration • AD of C&I	• Local funds	• Completed walk-throughs and evaluations	△	△	△	△	△	△	△
12	Implement new school-based curriculum benchmark assessments at 6-week intervals	• HS Administration • AD of C&I	• Local funds	• Benchmark assessment results	△	△	△	△	△	△	△
13	Develop curricula for 6-week intervention/enrichment program modules	• AD of C&I	• SIG funding A.4, A.5	• Curricular programs for intervention and enrichment							
13	Analyze results of benchmark assessments using system to instantly provide aggregate, individual, and item analysis review of student achievement results	• AD of C&I • HS Principal • PLC Leader	• Local funds	• Analyses	△	△	△	△	△	△	△
14	Develop roster of students needing further intervention and schedule them into intervention sessions	• AD for Guidance & Assessment • HS Principal	• Local funds	• Student rosters	△	△	△	△	△	△	△
15	Develop roster of students qualifying for enrichment activities and schedule them into enrichment modules	• AD for Guidance & Assessment • HS Principal	• Local funds	• Student rosters	△	△	△	△	△	△	△
16	Implement 6-week sessions in intervention and enrichment	• HS Principal • AD of C&I	• Local funds	• Lesson plans • Attendance rosters	△	△	△	△	△	△	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

17	Re-administer subject based curriculum benchmark assessment to students in intervention sessions near end of 6-week session	• HS Principal • AD of C&I	• Local funds	• Benchmark assessment results	△	△	△	△	△
18	Administer enrichment module assessments at end of 6-week module. Assign weighted credits for successful student learning in module	• HS Principal • AD of C&I	• Local funds	• Enrichment assessment results	△	△	△	△	△
19	Develop and administer a survey of students on their experiences in intervention sessions or enrichment modules	• SIG Committee Chairperson • HS Principal	• Local funds	• Survey results	△	△	△	△	△
20	Review effectiveness of each enrichment module and student surveys then revise them as needed	• SIG Committee Chairperson • HS Principal • AD of C&I	• Local funds	• Analyses	△	△	△	△	△
21	Review most effective strategies used during intervention strategies and student surveys then share through Professional Learning Community sessions of teachers	• SIG Committee Chairperson • AD of C&I • HS Principal	• Local funds	• Roster of attendees • Analyses	△	△	△	△	△
22	Review program of RTI implementation and make needed adjustments	• SIG Committee Chairperson	• Local funds	• Plan for revision	△	△	△	△	△

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Required Activity #6	In SY2011-2012, the total population of students will have a reduction of 12% in non-proficiency rates as measured on state assessments and proficiency rates on the new, standards-based, 6-week interval, school curriculum benchmark assessments of 70% through the consistent and effective implementation of electronic, computer based, and assistive technologies across all student populations.
SMART GOAL: 1b	<ul style="list-style-type: none">• Each student will increase learning time by 75 hours in individually identified, needed content utilizing current technology from a variety of on-line and distance learning resources.• 40% of all classroom lessons utilize computer devices or assistive technology and immerse students in 21st Century skills• An increase in mastery of 21st Century skills will be demonstrated by 80% of all students.• Action steps taken within the indicated time frame.
Indicators of Success:	<ul style="list-style-type: none">• Research based implications for computer-based learning is that it provides accessibility for students who otherwise would not be able to take the course, and it also enables one to scale quality with far greater ease. Computer-based learning can become more engaging and individualized to reach different types of learners. Research to support the previously stated and use of use technology to enhance learning, to develop 21st century skills, and to promote achievement is discussed in Rose & Dalton, (2002); Izzo, (2005); Christensen, (2008); and Greaves, (2010).• The research studies conducted to evaluate the effect on student achievement of increased learning time show positive results as cited in Patala, Cooper, & Allen, (2010); Walker, (2008); Christensen, (2008); and Mid-continent Regional Educational Laboratory, (2000).• The positive effects of summer enrichment and intervention is documented in McLaughlin & Smink, (2010); National Summer Learning Association, (n.d.); and Huebner, (2010).• The positive results of additional learning opportunities are supported in Karp& Hughes, (2008).• A system of incentives and rewards for school leaders, teachers, and other staff will follow the recommended research-based methods of Hasell, (2002), which notes that groups of teachers for the student learning serves to promote teacher collaboration and/or departmental performance.• Having incentives to build collaboration among instructional staff is also supported by Barnett & Ritter (2008); and to recruit and keep (Wallace, 2009).• A research study by Kimball (n.d.) found that teacher rewards foster a sense of achievement can lead to increased self-confidence. The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009).
SBR Practice to Address Goal:	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Research best/economical practices for network architecture and electric load demands and current infrastructure of school for electricity and Wi-Fi network capacities for placing five computers in classrooms.	• Dir of Technology • Dir of B&G	• Local funds	• Exemplars	△			
2	Identify gaps between best practices and current school capacity, then plan for and implement upgrades to building capacities	• HS Principal • AD C&I	• SIG funding E.1, E.2	• List of gaps	△			
4	Determine computer device specifications needed for effective implementation for instruction and school network compatibility	• Director ITC • AD C&I	• Capability requirements	• List of specifications	△			
5	Purchase computers for classrooms	• HS Principal	• SIG funding D.1	• Computer device inventory	△			
6	Research and purchase flat screen TVs for each room with wireless receiver adapter or wireless projector to be mounted in each room	• Director ITC	• SIG funding D.3	• TV/projector inventory	△			
7	Mount devices in each room	• Director ITC	• SIG funding C.9	• Mounted visual devices	△			
8	Research and purchase tablet laptops for each teacher to facilitate communication, classroom and small group presentations, teacher planning, and other teaching and learning activities. Purchase document camera for each classroom	• AD of C&I	• SIG funding D.2	• Tablet laptop inventory	△			
9	Provide professional development for turnkey trainers regarding the functionality of all technology devices	• District Professional Development Coordinator	• Specifications of needs • Vendor options • SIG funding C.3, D.6, A.10	• Training signings	△	△		

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
10	Provide turnkey professional development on the functions, features, and implementation of the tablet laptop, document camera, and image systems	• District Professional Development Coordinator C.3, A.2, A.9	• Specifications of needs • Vendor options	• Training sign-ins	△	△		
11	Provide effective and ongoing professional development for effective uses of presentations for classroom instruction	• District Professional Development Coordinator	• Specifications of needs • Vendor options • SIG funding A.2, D.6	• PD plan • Training sign-ins	△	△	△	
12	Create templates for a variety of applications for lesson presentations	• Technology Coach	• Template options • Teacher needs	• Templates	△	△	△	
13	Develop a rubric for purposeful and effective presentation construction	• AD C&I	• Best practices	• Final rubric	△	△	△	
14	Provide dedicated PLC sessions in a regular pattern for collective development of classroom lesson presentations	• AD C&I • HS Principal	• PLC schedule • Local funds	• Completed presentations	△	△	△	
15	Provide a structure to archive presentations and files for lessons	• Director ITC	• File server space	• Server folders containing presentations	△			
17	Monitor implementation and effectiveness of teacher made lesson presentations that address higher order thinking, project-based learning, differentiated instruction, 21 st Century skills, and small group learning by walk-throughs and application of the rubric	• HS Principal • AD of C&I	• Walk-throughs • Evaluations	• Completed walk-throughs, evaluations	△	△	△	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
Create and implement a competitive reward system of mini-grants for subject areas to increase the quality of lesson presentations and their implementation addressing higher order thinking, project-based learning, differentiated instruction, 21 st Century skills, and small group learning by subject content.	<ul style="list-style-type: none"> • HS Principal • AD of C&I 	<ul style="list-style-type: none"> • SIG funding D.9 	<ul style="list-style-type: none"> • Mini-grant specifications • Products earning awards • Roster of awardees 	△	△	△	△
Revise curriculum to include technology uses into learning activities and content for each subject.	<ul style="list-style-type: none"> • AD of C&I 	<ul style="list-style-type: none"> • SIG funding A.3 	<ul style="list-style-type: none"> • Revised curriculum 	△	△	△	△
Review and assess implementation of classroom laptops in the areas of:							
18							
19							
20							
21							
22							

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Required Activity #6 SMART GOAL: 1c	In SY2011-2012, the total population of students will have a reduction of 12% in non-proficiency rates as measured on state assessments and proficiency rates on the new, standards-based, 6-week interval, school curriculum benchmark assessments of 70% through raising expectations for all students and increasing the relevance and rigor of all instruction.
Indicators of Success:	<ul style="list-style-type: none">• A 25% increase from December 2011 to June 2012 in the use of higher order questioning in classes across all subjects as measured using the classroom walk-through rubric, questioning rubric, and teacher evaluations• A 50% increase from December 2011 to June 2012 in quality “Making Meaning” descriptions on the lesson planning template scoring at least an average of 3 as measured using the Making Meaning rubric (intended to ensure instructional planning is relevant for students)• Action steps taken within the indicated time frame.
SBR Practice to Address Goal:	<ul style="list-style-type: none">• Research supporting the need for rigor and relevance and its impact on student achievement is documented in Rose & Dalton, (2002); Marzano (2003); and Wiggins & McTighe (2005); Graham & Perrin (2007); Bangser (2008); Christensen & Hord (2008); Greaves (2010);• Research base for the need student development of higher order thinking skills is addressed in Nickerson (1984); Cotton (1991); Cotton (1995); Cardellchio, (1997); and Wiggin & McTighe (2005).• Research base for the need to develop problem solving skills in mathematics is advocated in Bangser (2008), and by the National Council of Teachers of Mathematics.• The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009).• The support for ongoing, job-embedded professional development through the use of professional learning communities is endorsed by Hord (1997); Hawley & Valli (2000); Marzano (2003); Dufour (2004); Gere, Dickinson, Orzulak, & Moody (2010); and The Annenberg Institute for School Reform (n.d.)• Research on the positive impact of project-based learning is cited in PBL Research Summary: Studies Validate Project-Based Learning (2001).

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Complete research on best practices for raising teacher expectations and developing 21 st Century and application skills in all students	• SIG Committee Chairperson • HS Principal • AD of C&I	• Local funds	• Exemplars	△			
2	Conduct effective and on-going training in the use of Bloom's Taxonomy in classroom instruction and questioning practices and project-based learning that facilitates deeper, multi-step thinking and planning	• District Professional Development Coordinator	• Vendor options • SIG funding A.2,D.6,A.9	• PD plan • Training sign-ins	△	△	△	△
3	Develop a rubric to help guide and measure quantitative and qualitative implementation of higher order thinking and questioning strategies in classrooms.	• HS Principal • AD of C&I	• Best practices	• Final rubric	△	△		
4	Develop templates to help guide teachers in the development of project based learning applications. Require one application in each class each marking period	• HS Principal • AD of C&I	• Best practices	• Templates	△	△	△	△
5	Conduct training in 21 st Century skills and the types of classroom practices that foster their development in learners	• District Professional Development Coordinator	• Time • Vendor options • SIG funding A.2, D.6, A.9	• PD plan • Training sign-ins	△	△	△	△
6	Develop a rubric to help guide and measure the implementation of effective classroom strategies that help to develop 21 st Century skills in learners	• HS Principal • AD of C&I	• Best practices	• Final rubric	△	△		
7	Reinforce prior training in “Making Meaning” section of district lesson plan template and the rubric previously introduced	• AD of C&I	• Prior training documents • SIG funding A.2, D.6, A.9	• PD plan • Training sign-ins	△	△	△	△
8	Revise, as needed, classroom walk-through rubric to include measurement of higher order thinking/questioning and 21 st Century skills building strategies	• HS Principal • AD of C&I	• Best practices • Walk-through rubric	• Revised walk-through rubric	△	△	△	△

DRAFT

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	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
9	Ensure during each walk-through conference and teacher evaluation conference, reflective discussion is held on: <ul style="list-style-type: none">• The quality of higher order questioning and thinking• The use of 21st Century skills building strategies• The success of the Making Meaning descriptive plan to increase relevance for students.	<ul style="list-style-type: none">• HS Principal• AD of C&I	<ul style="list-style-type: none">• Walk-throughs• Evaluations• Conferences	<ul style="list-style-type: none">• Notes reflecting topics discussed	△	△	△	△
10	Evaluate effectiveness of rubrics and make revisions as needed	<ul style="list-style-type: none">• HS Principal• AD of C&I	<ul style="list-style-type: none">• Rubrics• List of concerns	<ul style="list-style-type: none">• Revised rubrics	△	△	△	△
11	Review rubric scores and evaluate effectiveness of training on higher order thinking/questioning, 21 st Century skills development in students, and ensuring relevance for students in instruction activities. Make adjustments and/or follow-ups to training as needed.	<ul style="list-style-type: none">• HS Principal		<ul style="list-style-type: none">• Analysis• Targeted adjustments		△	△	

DRAFT

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SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:	For SY2011 – 2012, the number of required hours of school-based learning activities for all students will increase from 1068 to 1368.						
Indicators of Success:	<ul style="list-style-type: none">• Time on task for all students during each school day increases by at least 70 minutes each day through a component of the intervention/enrichment program that adds a period of instruction each day<ul style="list-style-type: none">• All students complete one course utilizing on-line learning from an on-line course vendor or an institute of higher education each school year.• Time during the school day outside of instructional class periods is reduced by 20% from current time allotted during the day that lies outside of classroom instruction time.• Decrease the number of students retained due to insufficient credit attainment• Research based implications for computer-based learning is that it provides accessibility for students who otherwise would not be able to take the course, and it also enables one to scale quality with far greater ease. Computer-based learning can become more engaging and individualized to reach different types of learners. Research to support the previously stated and use of technology to enhance learning, to develop 21st century skills, and to promote achievement is discussed in Rose & Dalton, (2002); Izzo, (2005); Christensen, (2008); and Greaves, (2010).• The research studies conducted to evaluate the effect on student achievement of increased learning time show positive results as cited in Patala, Cooper, & Allen, (2010); Walker, (2008); Christensen, (2008); and Mid-continent Regional Educational Laboratory, (2000).• The positive effects of summer enrichment and intervention is documented in McLaughlin & Smink, (2010); National Summer Learning Association, (n.d.); and Huebner, (2010).• The positive results of additional learning opportunities are supported in Karp & Hughes, (2008).• A system of incentives and rewards for school leaders, teachers, and other staff will follow the recommended research-based methods of Hassell, (2002), which notes that groups of teachers for the student learning serves to promote teacher collaboration and/or departmental performance.• Having incentives to build collaboration among instructional staff is also supported by Barnett & Ritter (2008); and to recruit and keep (Wallace, 2009).• A research study by Kimball (n.d.) found that teacher rewards foster a sense of achievement can lead to increased self-confidence. The development of well-functioning instructional teams and teacher leaders in advocated in the research of Wallace (2009).						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Research and implement best option for placement of an additional period in the school schedule and	<ul style="list-style-type: none">• HS Principal• AD of C&I	<ul style="list-style-type: none">• Local funds• School schedule	<ul style="list-style-type: none">• New school schedule	△			

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

	determine best placement for the period to meet goals	schedule options					
2	Implement a schedule for the teacher contractual day that minimizes additional cost and maximizes the district's capacity to maintain the schedule beyond the grant period by utilizing a flex schedule in which the teacher day for each teacher remains the same length, but various teachers begin and end their day later to accommodate the longer student day.	• HS Principal • Time periods • Teacher contract	• SY2011-2012 teacher schedule	△			
3	Research and implement curriculum revisions in math and English courses to include on-line work that engages students in higher order thinking and project-based applications that provide opportunities for students to learn and practice 21 st Century learning skills.	• AD of C&I	• Local funds • On-line resources • Vendor options • SIG funding A.8, C.6	• Roster of on-line resources paired with APHS courses for implementation	△		
4	Establish a series of after school/evening open computer lab periods to provide time for students to undertake on-line courses to fulfill the school requirement. The labs will be open three nights each full school week for three hours each evening they are open.	• HS Principal	• SIG funding	• Student sign-in sheets	△	△	△
5	Establish procedures to enable teachers and counselors to maintain records of student engagement time beyond the school day, using on-line resources for the class.	• HS Principal	• Systems features for data collection and archiving • PLCs • SIG funding A.8	• Guides for teachers	△		
6	Establish course grading protocols to incorporate student work with on-line class content undertaken beyond the school day.	• HS Principal	• PLCs	• Grading protocols	△		
7	Revise district Option 2 policy to more clearly enable student credit for dual credit programs, on-line content for credit recovery, distance learning courses, and other options as they become available.	• AD of C&I	• NJDOE regulations • Existing Option 2 policies	• Revised Option 2 policy • Revised Option 2 procedures	△		
8	Revise high school graduation policy to reflect	• HS Principal	• Earned credit	• Revised	△		

DRAFT

	Supersedes any other communications – Issued 3-18-2011 – 3:30 pm	• AD of Guidance and Assessment	expectations	graduation policy
9	additional credits possible from extended day periods, enrichment modules, on-line or distance learning courses, and other learning activities.	• AD of C&I	• Institutions of higher ed • Community businesses • SIG funding C.10	• Articulation agreements
10	Develop relationships with institutions of higher learning to offer dual credit programs to APHS students, including on-line courses. Provide registration fees for students enrolling in higher education programs.	• AD of C&I	• Course lists from partners	• List of offerings
11	Provide a listing of available courses, programs, and options for students to earn credit using on-line and other resources, such as community-based instruction and structured learning experiences.	• AD of Guidance and Assessment	• HS Principal • AD of Guidance and Assessment	• Systems features for data collection and archiving • PLCs
12	Establish procedures to enable school staff to maintain records of student engagement time using on-line or distance learning resources, to administer assessments for such coursework under supervision, and to confer appropriate credit for proficient work on the student transcript	• HS Principal	• Current daily schedule	• New daily schedule
13	Implement revision of daily schedule to reduce time allocated for non-instructional activities from lunch and inter-class passing.	• AD of C&I	• SIG funding A.6, A.7	• Curricular documents
14	Develop curricular options for on-line programs and other resources to be offered to students.	• HS Principal • AD of C&I	• Creative options for programs and scheduling • Local funds	• Session schedules
15	Develop a schedule of sessions that provides intervention or enrichment to each student during the extended school day. This is the additional period each day in the schedule in addition to the Open Lab time provided for on-line course or other options work	• HS Principal • AD of Guidance and Assessment	• Current practices in each area • PLCs	• Protocols for intervention and enrichment session
16	Establish protocols for assessment, grading, and credit conferring for on-line and other option activities. Hire staffing to meet the needs of program and enrollment for the Open Lab sessions.	• HS Principal	• List of courses • Certifications needed • Advertising of	• Open Lab staff roster • Δ Δ Δ

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

17	Orient and train staff to meet the purpose of the various protocols of on-line courses or courses from other resources.	• HS Principal • AD of C&I	• Guide for teachers • SIG funding A.1	• Positions • SIG funding A.1	• Training sign-ins	△	△	
18	Implement the provision of on-line courses or learning experiences using other options, maintain attendance and grading records of students, confer credit as warranted.	• HS Principal • AD of C&I	• Staff • Course content	• Schedule of classes		△	△	
19	Review and assess the effectiveness of on-line courses or those using other resources in improving the academic achievement of students.	• SIG Committee Chairperson • HS Principal • AD of C&I	• Data from assessments • List of concerns	• Analysis		△	△	
20	Review and assess the effectiveness of on-line components used as part of course curricula in math and English courses.	• SIG Committee Chairperson • HS Principal • AD of C&I	• Data from assessments • Anecdotal data from staff and students • List of concerns	• Analysis	△	△	△	
21	Review and assess the effectiveness of on-line courses and other learning activities for instruction in increasing the knowledge and skills and the preparation for learning of students.	• SIG Committee Chairperson • HS Principal • AD of C&I	• Data from assessments • Anecdotal data from staff and students • List of concerns			△	△	
22	Revise all programs as indicated from assessments.	• SIG Committee Chairperson	• Analysis	• List of revisions			△	

DRAFT

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SIG Required Activity – 7b Transformation		Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:		During the 2011-2012 school year, total parent involvement in all school sponsored activities focused on academic achievement will increase by 10% over the attendance rate of SY2010-2011.						
Indicators of Success:		<ul style="list-style-type: none"> • 10% more students will be represented by their parents/guardians at school sponsored events • 75% of parents/guardians will better enable communication with the school by providing the school with their phone number and an email address for inclusion in broadcast text messages and a listserv regarding events. • 25% of students will be represented by their parents/guardians utilizing on-line resources for monitoring student success, school activities, and school communications. 						
SBR Practice to Address Goal:		<ul style="list-style-type: none"> • The need for mobilizing and effectively coordinating other enrichment sources in the community is documented in research by Wallace (2009); Jackson & Cooper (1992); NCLLB Action Brief, (2004); Jesse, (n.d.); and Weisz, (1990). • The need to survey parents to identify needs and preferences for services during and after the school day, whether those needs are met, and barriers to participation is advocated by Wallace (2009). 						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Survey parents to determine what hinders participation/attendance at school events and what topics or information they would like the school to provide more effectively	<ul style="list-style-type: none"> • SIG Committee chairperson • AD guidance 	• Local funds	Copy of survey on file	Δ			
2	Review Parent survey	AD Guidance	• Local funds	Tabulation of survey results	Δ			
3	Create and implement a practice of teachers maintaining a Communication Log for all contact with parents/guardians	HS Principal	• Local funds	Communication logs	Δ	Δ	Δ	
4	Create a Community Connection Committee to address the concerns of parents/school/ community	HS Principal	• Local funds	Sign-in sheets Meeting Agendas		Δ		
5	Establish a program of teacher to parent communications including templates for quick messages, positive reinforcement, and communication follow-up,	HS Principal	• Local funds	Completed templates	Δ	Δ	Δ	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

6	Create a quarterly parent newsletter on paper and a monthly newsletter on-line	HS Principal	• SIG funding D.6	Archive of newsletters	Δ	Δ	Δ	Δ
7	Host an Open House at the beginning of each semester	HS Principal	• Local funds	Parent sign-in sheets	Δ	Δ	Δ	Δ
8	Create incentives for parents and students who attend the Open Houses	HS Principal	• SIG funding D.10	List of incentives Parent sign-in sheets	Δ	Δ	Δ	Δ
9	Conduct quarterly student recognition programs to which parents are invited.	AD OF C&I	• Local funds	Parent invitations Event Program	Δ	Δ	Δ	Δ
10	Schedule Parent University activities to assist parents and community members with providing academic, social, and emotional assistance to their children	HS Principal	• SIG funding A.12	Sign-in sheets	Δ	Δ	Δ	Δ
11	Schedule training for parents and community members on Genesis and other on-line systems for parent use	HS Principal	• SIG funding A.13	Sign- in sheets Program agenda Parent evaluation	Δ	Δ	Δ	Δ
12	Schedule Meet and Greet sessions in locations throughout the community	HS Principal	• Local funds	Invitations Sign- in sheets	Δ	Δ	Δ	Δ
13	Implement five parent/student “FUN NIGHTS” to support Positive Behavior	HS Principal	• SIG funds D.10	Sign-in sheets	Δ	Δ	Δ	Δ
14	Increase connections with community resources that benefit our students and families	HS Principal	• Local funds	Log of communications	Δ	Δ	Δ	Δ
15	Host a providers fair to assist families with learning what is available in the community and assist in facilitating relationships with the school	HS Principal	Local funds	Flier Sign-in sheets	Δ	Δ	Δ	Δ
16	Survey parents, review data and plan for continued growth/improvement	AD Guidance	• Local funds	Survey and results on file	Δ	Δ	Δ	Δ

DRAFT

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SIG Required Activity – 8 Transformation	<p>Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> <p>During 2011-2012 school year, the principal will utilize his/her operational flexibility by planning and managing the budget, professional development, staffing, and scheduling in order to improve student achievement and result in the school reaching Safe Harbor status.</p>
Indicators of Success:	<ol style="list-style-type: none">1. Student growth according to NJASK scores2. Teacher growth according to formative evaluation <p>SBR Practice to Address Goal:</p> <ul style="list-style-type: none">• The comprehensive reform model will incorporate elements of the research-based models explained in Slavin (2003); and Supovit, J. & Klein, V. (2003). <p>An additional guide for modeling reform that includes the steps of our transformation is discussed in Moving Forward: A Guide to Selecting and Implementing Comprehensive School Reform and Improvement Strategies. (2006). Comprehensive School Reform Quality Center (CSRQC).</p>
Description of Action Steps	
1	The LEA will provide the operational flexibility and support needed to ensure the APHS has a successful transformation.
2	The principal will plan and monitor the budget and professional development.
3	The APHS administrators will create and modify the class schedules and teacher assignments based on what the principal deems appropriate for the achievement of the students.
4	The principal will recruit and hire new staff.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

SIG Required Activity – 9 Transformation		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:		In the 2011-2012 school year the SIG manager will collect, analyze, and disseminate data on a monthly basis, utilizing a school-wide database, system with guideposts and landmarks to collect each of the nine leading indicators at nine-week intervals throughout the year, including the summer session.
Indicators of Success:		1.50% more data regarding standardized testing is tracked above 2010-2011 capacity 2.
SBR Practice to Address Goal:		<ul style="list-style-type: none"> • Implementing a school-wide database as part of the evaluation system is also noted in Wallace (2009). • The need for a school-wide database to effectively implement an RTI model is promoted by Biancarosa & Snow (2006). • The use of a database of student performance to drive instruction for academic improvement is advocated in Supovit & Klein (2003).
Description of Action Steps		Person(s) Responsible
1	The district will review coding within its current student management system to ensure that all necessary data can be included (truancy, discipline, etc.)	District Genesis Consultant
2	District staff involved with entering student data will be retrained on data entry and report generation to better ensure 100% accuracy of data.	AD Guidance
3	All standardized test scores will be uploaded into the student management system	AD Guidance
4	All local curriculum benchmark assessment data will be uploaded into the student management system.	Local funds
5	Select staff will be trained on the uses of NJ Smart Data	District-Professional Development
Resources		Documentation
		Report/recommendations sent to the building principal
		Sign-in sheets Agenda
		Data resident in Genesis system
		Data resident in Genesis system
		Sign-in sheets Agenda

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm						
6	Quarterly reports will be produced tracking the nine metrics of leading indicators for the SIG program	AD Guidance	Local funds	Archived reports	△	△
7	The SIG committee will meet to review, analyze and discuss the quarterly reports	HS Principal	Local funds	Sign-in sheets Agenda Meeting minutes	△	△
8	The SIG committee will meet to review outcomes and processes, determine changes that need to be made in processes or data storage.	SIG Committee chairperson	Local funds	Revisions for 2011-2012	△	△
9	Attendance and guidance secretaries will be trained on correct coding in regard to truancy, drop out rates and discipline matters	HS Principal	Local funds	Agenda	△	
10	A system will be created to track dual enrollment programs for students within the constraints of the current student management system	AD of C&I	Local funds	Tracking rosters	△	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Date: March 31, 2011

Page 1 of 2

Form S-10**THREE-YEAR BUDGET AMOUNTS AND NARRATIVE**

LEA : Asbury Park School District

Name of School: Asbury Park High School

School	BUDGET AMOUNTS		
	Year 1	Year 2	Year 3
Pre-Implementation	Year 1	Year 2	Total
LEA	1,310,849+	337,580+	210,450+
Total Budget			1,858,879

Budget Narrative

The budget is designed to provide support for three years of on-going, job-embedded, professional development and the structures necessary to facilitate it. The professional development is predicated on the initiatives designed to transform student achievement in Asbury Park High School in a way that is sustainable. To that end, a significant percentage of funds are budgeted for the first year to leverage needed infrastructure improvements to bring Asbury Park High School into the 21st Century and to enable the school to facilitate extended school day and “Open Lab” sessions. These funds are not budgeted nor requested in the following years, thus making the initiatives they support sustainable by definition since little of it will require an ongoing expense that is too large for the district to underwrite.

Major purchases for student and teacher technology are also concentrated in the first year. It is possible, with success in the first year fueling a desire to expand the technology initiative, that additional computers for each classroom will become a component of continued student achievement and be budgeted in years two and three.

Ongoing, job-embedded professional development, once school leadership capacity is enhanced in the first year, can be maintained at lesser costs with refreshers for turnkey cadres. Curriculum, largely completed in the first year for intervention and enrichment programs can be revised at

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

much lesser cost. The implementation of Open Lab sessions will have an ongoing cost and must be sustained with district funds beyond the third year of this initiative as will on-line resources.

In all, creative and innovative methods have been used to significantly expand the length of the school day for students without increasing the cost for staffing the regular school day. These have been devised and employed to minimize the cost of transformation, restrict the growth of costs inherent in the initiatives, but still ensure Asbury Park students are serviced to their needs, meeting state mandates for instruction into the future, and graduate competitive in a global society.

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S-11**BUDGET DETAIL FORM A***Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

Date: 3/31/2011
Page 1 of 2

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park High School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION		GRANT REQUEST AMOUNT
			For full-time positions: total annual salary x percent of time to the grant project = total	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	
7a.1,1,7,18	100-100	Open Lab supervisor	5 positions X \$40 per hour X 9 hours/wk X 36 weeks	64,800	
7a.1,1,7,18	100-100	Security for Open Lab and parent sessions	1 position X \$20 per hour X 15 hours/wk X 36 weeks	10,800	
7a.3,4	100-100	On-line student progress support	11 positions X \$3000 stipend	33,000	
4.1b.3,4 4.1c.5 6.1b.9	100-100	Substitutes for cadres of turnkey trainers for November and February training sessions for rigor/relevance and technology	5 positions X \$120 per day X 9 days	5,400	
4.1a.5 4.1b.5,6 4.1c.6,7,12,19,20,22,24 25 6.1a.5,6 6.1b.10,11 6.1c.2.5.7	200-100	Turnkey trainer	15 positions X \$2000 stipend	30,000	
6.1b.19	200-100	Curriculum writer for technology infusion into student activities in courses	20 positions X \$2000 stipend	40,000	

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

6.1a.13	200-100	Curriculum writer for intervention programs	4 positions X \$3000 stipend	12,000
6.1a.13	200-100	Curriculum writer for enrichment programs	32 positions X \$1500 stipend	48,000
4.1a.3 6.1b.9 6.1c5	200-100	Summer training stipends for turnkey trainers for RTI program	5 position X \$40 per hour X 6 hours X 4 days	4,800
7b.11	200-100	Stipends to staff for providing instruction to parents on high school subjects	2 positions X \$40 per hour X 4 hours X 30 weeks	9,600
7b.4	200-100	Summer training stipends for mentor/student advocacy program	30 positions X \$40 per hour X 18 hours	21,600
All elements	200-100	SIG manager	$\frac{1}{2}$ time position shared with Middle School	30,000

DRAFT

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S-12**BUDGET DETAIL FORM B**

*Personal Services – Employee Benefits
Function & Object Code 200-200*

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park High School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
 Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA %	TPAF %	PERS %	WRKR'S COMP %	UNEMPLOY. %	DISABIL. %	HEALTH %	OTHER SPECIFY: %	TOTAL % OF BENEFITS %	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Open lab supervisor	64,800	4958	0	0	0	0	0	0	0	0	4958
Security for Open Lab and parent sessions	10,800	826									826
Turnkey trainer	30,000	5355	0	0	0	0	0	0	0	0	5355
Curriculum writer for technology infusion into student activities in courses	40,000	3060								7.65%	3060
Curriculum writer for intervention programs	12,000	918								7.65%	918
Curriculum writer for enrichment programs	48,000	3672								7.65%	3672
On-line student progress support	33,000	2525								7.65%	2066
Summer training stipends for turnkey trainers	4,800	368								7.65%	368
Stipends to staff for providing instruction to parents on high school subjects	9,600	368								7.65%	736

DRAFT

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Summer training stipends for mentor/student advocacy program	21,600	1653				7.65%	1653
SIG manager	30,000					25%	7,500

DRAFT

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S-13**BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300*

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park High School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
7a.3	100-300	PLATO Learning Environment subscriptions for on-line courses for students	1080/license	85 licenses	91,800
7a.8	100-300	On-line semester course fees with higher education institutions	20,000		20,000
6.1a.9	100-300	HSPA support for students	1700/student	10	17,000
4.1b.3,4,6 4.1c.12,22 6.1a.5 6.1c.2,5,7	100-300	Substitutes for release time for turnkey trainers working with teachers in their classrooms to start-up new practices. 30 Coaching days among all turnkey trainers in all initiatives.	\$120	30	3,600
4.1a.3, 6.1a.5	200-300	Consultants for Small Group Instruction, Differentiating Instruction	1500/day	7 days	10,500
4.1a.3, 6.1a.5	200-300	Consultants for Co-Teaching Strategies training	1500/day	6 days	9,000
4.1b.3,4 6.1b.10 4.1c.5 4.1c.18,25	200-300	Consultants for Technology Classroom Use training Consultants for Higher Order Questioning Strategies training Consultants for Relevance Building training	1500/day 1500/day 1500/day	5 days 5 days 5 days	7,500 7,500 7,500

DRAFT

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6.1a.4	200-300	System for scoring and analyzing curriculum benchmark assessments	5/student	445	4,450
7b.11	200-300	Consultants for Parent University programs	750	15 events	11,250
7.b.4	200-300	Consultants for mentor training	1500/day	6 days	9,000

DRAFT

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S-14**BUDGET DETAIL FORM D***Supplies and Materials**Function & Object Codes 100-600 and 200-600***NGO TITLE:** School Improvement Grant
SCHOOL NAME: Asbury Park High School**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
6.1b.5	100-600	Classroom laptops with software installed	981	165	181,831
6.1b.6	100-600	Classroom televisions w/mounting classroom image devices (TVs or projectors)	1800	55	121,500
6.1b.8	100-600	Classroom document cameras	790	55	43,450
6.1b.18	100-600	Teacher supply mini-grants for technology use awards	1000	20	20,000
7a.10,11,13,14,15,17,18, 19,21	100-600	Materials and resources for community-based instruction, structured learning experiences	15,000		15,000
7a.5	100-600	Access points and wiring for Wi-Fi network upgrade	1130	10	11,300
4.1b.5, 7 4.1c.8,9,12,17,20,22	200-600	Forms, parent newsletters, training supplies	5000	1	5,000
7b.8,12	200-600	Parent incentives to attend school events and materials for “Fun Nights”	300	15 events	4,500
6.1b.8	200-600	Teacher tablet laptops with software installed	2509	70	175,630

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

S-15**BUDGET DETAIL FORM E***Equipment**Function & Object Codes 400-731 and 400-732***NGO TITLE:** School Improvement Grant**SCHOOL NAME:** Asbury Park High School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
7.a.5	400-731	Managed storage and charging cart for laptops	3664	7	25,652
4.1b.5, 4.1c.8,9,12,17,20,22	400-731	Printer for classroom postings, instructional content	2400	2	4,800
7a.5	400-731	Switches for network upgrade	4	2500	10,000

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

S-16**BUDGET DETAIL FORM F**

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
 Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: School Improvement Grant**SCHOOL NAME:** Asbury Park High School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
 Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7a.10,11,13,14,15,17, 18,19, 21	100-800	Community based instruction and structured learning experience programs	15,000
6.1b.2	200-400	Electrical upgrades for classrooms to support technology	112,500
7b.6	200-800	Postage for parent newsletters \$.30 X 445 newsletters X 4 mailings	534

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-17

NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Asbury Park Public Schools

2011 APR 18 A 10:48

School Name Asbury Park High School

County/LEA/School Code: 25/0100/010

NGO Title: School Improvement Grant (Cohort 2 – Year 1)

NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			114,000		114,000
Purchased Professional & Technical Services	100-300			132,400		132,400
Other Purchased Services	100-500					
Supplies and Materials	100-600			393,081		393,081
Other Objects	100-800			15,000		15,000
SUBTOTAL - INSTRUCTION				654,481		654,481
SUPPORT SERVICES						
Personal Services - Salaries	200-100			166,000	30,000	196,000
Personal Services – Employee Benefits	200-200			23,612	7,500	31,112
Purchased Professional & Technical Services	200-300			66,700		66,700
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400			112,500		112,500
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600			185,130		185,130
Other Objects	200-800			534		534
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				554,476	37,500	591,976
FACILITIES ACQUISITION & CONSTRUCTION						
Buildings	400-720					
Instructional Equipment	400-731			40,452		40,452
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				40,452		40,452
TOTAL COST				1,249,409	37,500	1286909

Business Administrator/Chief Fiscal Officer

Date